

CTA *Journal*

CALIFORNIA TEACHERS' ASSOCIATION

SEPTEMBER
1955



Herbert Hoover—A Great Californian

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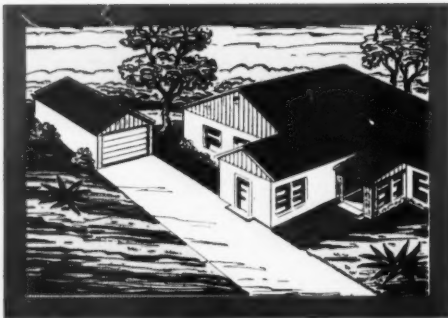
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CTA

members may SAVE NEW CTA-APPROVED

• ONE POLICY

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• ONE PREMIUM

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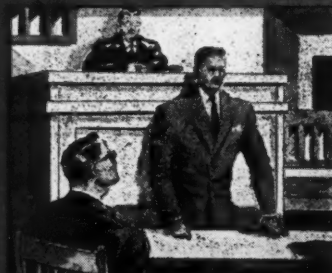


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APPROVED BY CTA. This low-cost HOMEOWNERS POLICY was unanimously approved by the CTA board of directors on June 4, 1955. It is underwritten by California Casualty

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Name(s) As Listed On _____
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 To Be Insured _____

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 Dwelling Located Within City Limits? YES _____ NO _____

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Type of Construction: DWELLING: Wood or Frame ☐ Brick ☐ Other _____ ROOF: Shingle (wood) ☐ Composition ☐ Other _____

Present Fire Policy _____ Amount of Insurance _____ Fully _____ Cal. Vet. _____ Other Type _____
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CTA Journal

SEPTEMBER
1955

Great Californians

Herbert Hoover, former President of the United States, is the first of a series of Great Californians to be featured this year on covers of the CTA Journal. Each month the picture on the cover will be accompanied by a feature article in which the story will be told of the teacher or teachers who helped a boy or girl to greatness.

The cover illustration by Margaret Atkinson shows the White House and the Hoover War Memorial Library Tower on the campus at Stanford University. Design of the covers as well as feature layouts is the work of Mrs. Atkinson. The photo is by Fabian Bachrach. For more of the story on the cover series, see page 48.

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Robert C. Gillingham, President Arthur F. Corey, Executive Secretary
J. Wilson McKenney, Editor
Margaret F. Atkinson, Art Vivian L. Toewe, Advertising
Editorial and business offices: CTA Building, 693 Sutter St., San Francisco 2
Phone PRospect 6-4110

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Arthur F. Corey
CTA Executive Secretary

National Accreditation Is A Reality

THE teaching profession must interest itself in the continuing improvement of its service to society. In furthering this purpose it is essential that personnel replacements be consistently upgraded. As admission requirements become more rigorous, it becomes increasingly important that techniques of recruitment, preparation, and induction be improved and standardized.

The most important single aspect of the struggle for improved professional standards is found in teacher education. Colleges and Universities tend to be conservative. One of their recognized functions is to conserve the best from our past, and such institutions have wisely resisted all pressures which sought to direct or control the character of higher education. It should be noted that this resistance to change has been particularly strong at the undergraduate level where much of our teacher education must for the time being take place. Graduate professional programs have been relatively more adaptable because they do not collide with the defensible requirements of a basic liberal arts education. This is the best argument for placing major emphasis in teacher education at the graduate level.

The accreditation process is the legitimate means through which the profession and the public may work in improving teacher education. The National Council for Teacher Education and Professional Standards has pioneered in mobilizing the profession for a concerted program of higher standards in teacher education. The Commission clearly recognized that accreditation was the key to this problem and took leadership in promoting a national agency for accrediting teacher education institutions. In cooperation with several other lay and professional groups the commission established the National Council for the Accreditation of Teacher

Education which as an independent agency began its work on July 1, 1954.

A formidable group of California institutions is already on the national list. Included are University of California at Berkeley, University of California at Los Angeles, Chico State College, Fresno State College, San Diego State College, San Francisco State College, Stanford University, and University of Southern California. These institutions have not found accreditation to be an easy process. It is costly in time and money. They deserve great credit for the leadership they are giving in this imperative professional movement. Many other institutions in California can and will qualify.

We should not be surprised or chagrined that this program is meeting serious opposition from some leaders in higher education. This opposition must be firmly and kindly brushed aside and the program must move forward.

Professionalization of teaching in this country literally waits on some nationwide standards for teacher education. This is of special interest to California because it is the heaviest consumer of teachers trained in out-of-state institutions over which it has no control. Without some national agency to guide interstate recognition and to give a basis for reciprocity of credit, the existing state and regional agencies are almost helpless in maintaining any standard of quality in teacher education. The other learned professions have determined a national pattern to be followed in the preparation of prospective members. In public education we can do no less. We cannot continue to condone one standard of competency for the teacher of the child in the bayous of Mississippi and another for the teacher of the child in Beverly Hills.

A.F.C.

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We Make Legislative Gains

California Legislature Approves Major CTA Proposals

WHEN the boys who concern themselves with such things get around to chalking up the long-term legislative record in California, the chances are they'll note 1955 as one of the most productive in history for the teaching profession and the public schools.

Even the most casual among them could not help but recognize the legal status accorded the profession as historic nor the welfare gains as significant. And the more meticulous examiners of this year's record will see in it a broad panorama of progress in the fields of school finance, pupil welfare, professional standards and educational administration.

Sure to be spelled out in bold-faced type are the CTA victories in **tenure**, **retirement** and the **preservation of the political rights of teachers**. Alongside that story will be accounts of actions in the areas of **credentials**, **curriculum**, **child care** and **college scholarships**.

If the record is complete it will show, too, the myriad of unspectacular but nevertheless important bills ground out in the legislative grist during the difficult 120 days of session which came to a weary end that June 8 midnight. It will note that more school bills than ever before were introduced at the 1955 session and that more were enacted into law than at any other session.

And it will transcribe the fact that despite the herculean effort which produced 276 new laws affecting the teaching profession and the public schools, it left a king-sized stockpile of ready-made problems for the next session of the State Legislature.

Retirement Gains

Most far-reaching piece of legislation, teachers will agree, was the CTA-sponsored bill liberalizing the retirement system. Every active and retired teacher will be affected when the bill authored by Senator Nelson S. Dilworth of Hemet becomes effective on July 1, 1956. Likewise every school district in the state will share in meeting the cost of the increased benefits.

Members of the teachers' system will, for the first time, receive benefits equal to those of state employees. Allowances will be based on the three highest consecutive years of salary instead of the present complicated three-part compu-

tation which includes prior and current service allowances, plus the Permanent Fund.

Illustrative of the effect of the bill is the fact that a woman teacher retiring in 1964 at age 60 after 33 years' service, 13 of them prior to 1944, will under the new law receive \$298 per month instead of the \$202 per month provided by the present law. (Her top salary entered the formula, too.)

(A more detailed and technical discussion of the bill appears on pages 13-15 of this issue.)

Contributions of teachers will be increased considerably. Payments which now range from a low of 5.77 per cent to a high of 10.5 per cent of salary earned will be boosted to a range of from a low of 9.53 per cent to a high of 13.52 per cent of salary, depending upon sex and age of the member.

Districts Bear Cost

Balance of increased cost will be met by the school districts. Each of them will contribute to the state system an

amount equal to three per cent of the certificated payroll. It will amount to an estimated \$12,103,000 the first year.

The CTA expects to sponsor legislation at next year's special session to limit to five cents per \$100 of assessed valuation the amount any district will be required to contribute. This will serve to relieve a potentially high tax burden in about 100 extremely low wealth districts.

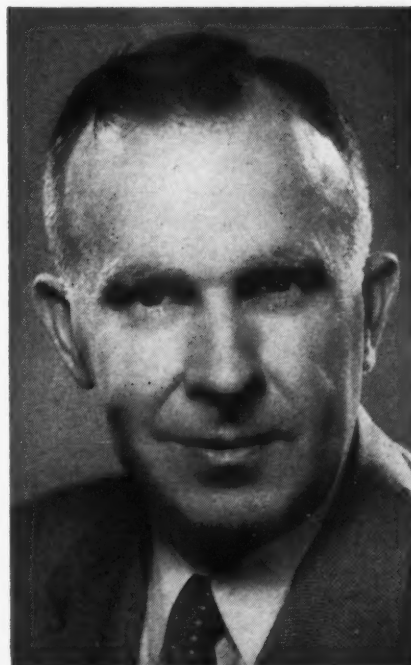
Although its immediate effect will not be as dramatic or universal as the retirement bill, another measure also authored by Senator Dilworth may in the long run prove to be even more significant. It is the bill giving local recognition to the organized teaching profession in cases of permanent teachers whose proposed dismissal reaches the Superior Court under terms of the tenure law.

New Legal Status

The Dilworth bill permits the court in such cases to receive and consider as evidence the reports and testimony of any commission on personnel standards, or a panel thereof, maintained by a statewide professional educational organization. The CTA's State Ethics

LEGISLATIVE ADVOCATE . . .

ROBERT E. McKAY, CTA Assistant Executive Secretary, is a legislative advocate in Sacramento and is sometimes referred to as "the school lobbyist." A CTA staff executive since 1946, Bob now virtually spends full time on legislative matters. He is frequently described as the most successful lobbyist in the state capitol. Assisted by William H. Barton and Miss Elinor Shaw, he maintains an office at Hotel Sacramento during sessions of the Legislature. Dr. Corey and other CTA leaders join him there or at critical hearings periodically during the 120-day grind. Bob edits a weekly Legislative Newsletter to keep about 6,000 CTA members informed of the progress of legislation. He wrote the summary appearing on these pages.



BOB McKAY

Commission, which for the past six years has made studies in personnel and other cases, is the only such commission in the state.

The actions of the Legislature in unanimously passing the measure and the Governor in signing it into law are historic. The new law recognizes the existence of expert witnesses in matters of fitness, competency and professional conduct and grants immunity to the testimony received by the courts in such cases.

Observers regard enactment of the bill as a professional milestone, giving as it does legal status to the efforts of the organized profession to establish and maintain high standards and to help police its own ranks.

Stirring Tenure Battle

Most spectacular of the legislative battles from which the profession emerged victorious was that over the proposal to deprive teachers of their long-established right to a court hearing in tenure dismissal cases. A bill sponsored by the California School Boards Association and authored by Assemblyman LeRoy E. Lyon, Jr. of Fullerton was scuttled by the 20-member Assembly Education Committee with only one member besides the author supporting the measure.

The Lyon bill would have vested school boards with full authority to discipline or dismiss tenure teachers without a Superior Court hearing as now provided. The CTA led the successful state-wide drive against the bill.

Short weeks after conclusion of the session in June Mr. Lyon resigned from the Assembly, announcing that he was accepting a job as assistant counsel and lobbyist for the Association of Railroads. He had completed only one two-year term in the Legislature.

The Lyon bill, although the most publicized, was not the only tenure bill considered by the Legislature. Aside from a CTA-sponsored bill retaining in Los Angeles and San Francisco the dismissal-for-cause-only provisions for probationary teachers, without extending it to Long Beach and San Diego where teachers do not want it, the Legislature refused to restrict or extend the tenure law.

Hearings Scheduled

At CTA suggestion, an Assembly Education Interim sub-committee has undertaken a study of the possible extension of tenure to districts with less than 850 a.d.a. Hearings will be held in San Francisco and Los Angeles in

September and October on this and other phases of tenure.

Among bills turned down by the lawmakers were ones to repeal and to weaken the probationary dismissal law in large cities, to extend it to all districts, and to apply mandatory tenure to districts with 350 or more a.d.a.

CTA asked for the legislative study because sufficient evidence was not available to indicate whether teachers in the small districts felt they would have more or less security if tenure were extended below the 850 a.d.a. mark. The inability of a small district to transfer a teacher from an unsatisfactory to a good situation, it is feared, might result in a reluctance on the part of trustees to give tenure.

Political Activity Okeyed

The 1955 session recorded decisive action in yet another field. It saw the Legislature unanimously slap down the San Francisco Board of Education in its attempt to deny teachers their Constitutional rights as citizens to participate in political activity while off duty.

Without a dissenting vote the two houses passed a bill prohibiting any local legislative body or school governing board from enacting any rule or regulation restricting the off-duty political activity of teachers.

The measure, while not sponsored by the CTA, was largely the product of CTA efforts. It was drafted by CTA

attorneys and at the request of the author was presented to the legislative committees by a CTA representative who was credited in press reports with having engineered the bill through the Legislature.

The San Francisco Board, which had adopted a regulation seeking to prevent teacher participation in local politics, vainly opposed the bill.

Salary Support Measure

To guarantee that school districts will not divert an undue portion of their budget to building, capital outlay and other purposes at the expense of teachers' salaries, the CTA successfully sponsored a bill requiring districts to spend not less than 65 per cent of their foundation program for salaries of certificated personnel.

A proposal not sponsored by CTA to boost the \$3,400 minimum salary (established last year) to \$4,200 failed to win committee approval; instead it was put over for interim study. The CTA offered to support the bill providing the Legislature appropriated funds to finance the \$800 boost across-the-board. Otherwise its enactment would result in cutting existing maximum salaries.

Three measures in addition to the Dilworth retirement bill were passed which affect the welfare of retired teachers. The first was a little publicized bill, sponsored by CTA, which exempts retirement benefits from all

YOUR Dividends from Sacramento

IF you are a California teacher, here are some of the things the CTA did for you through its 1955 legislative program:

- (1) Provided one of the most liberal teacher retirement systems in the country.
- (2) Preserved your right to a court hearing in a disputed tenure dismissal action.
- (3) Established by law your right to engage in political activity on your own time.
- (4) Prevented an unwarranted increase in the fees you must pay to obtain or renew your credential.
- (5) Required all districts to pay not less than 65 per cent of their minimum operating funds for salaries of certificated employees.
- (6) Eliminated loss of salary during credential renewal period by establishing temporary 60-day county credential.
- (7) Arranged for future state-wide vote on extension of Social Security benefits to teachers.
- (8) Prohibited excessive deductions made by some districts from salaries of teachers who must be absent from work part of year; established uniform definition of school term.
- (9) Guaranteed tenure and leave rights of teachers in districts which reorganize or change boundaries.
- (10) Defeated attempts to eliminate or weaken protection probationary teachers have in large districts.

state and local taxes in California. It precludes levy of income, gift or other taxes on money paid in retirement benefits to former teachers.

The second sets the stage for a future vote by members of the State Teachers' Retirement System on possible extension of Federal Social Security benefits. It is an enabling act to permit virtually all public employees to ballot on future proposals to supplement, integrate or otherwise add Social Security to the existing retirement system. The CTA opposed and defeated a bill which would have permitted each of the state's nearly 2,000 school districts to

ballot separately on the question. The CTA-supported bill provides for a state-wide vote.

The third was passed despite CTA opposition. It permits retired teachers to be employed as substitutes for not to exceed 90 teaching days each school year and to be paid not more than \$1,500 without affecting their retired status or benefits.

Leave Rights Extended

Leave benefits were liberalized. Non-certificated employees of districts and employees of county superintendents were extended the same sick and bereavement leave rights as those already enjoyed by certificated employees of districts. In addition districts were authorized to provide for maternity leaves and to pay full salary to teachers on sabbatical leave.

To permit payment of salary while credential applications are being processed, CTA sponsored a bill authorizing county superintendents to issue non-renewable temporary credentials good for 60 days or until issuance of the regular credential by the State Department of Education.

It likewise backed legislation requiring revocation of credentials of teachers declared by court action to be sexual psychopaths and giving the State Board of Education discretionary power to revoke credentials in minor morals cases.

It also sponsored a bill requiring teachers accused of morals offenses to be placed on compulsory leave until declared innocent.

Discrimination in the employment of teachers because of race, color, religious creed or national origin is made illegal in a bill passed by the Legislature. It

states that such discrimination is against public policy.

The CTA successfully opposed legislative attempts to increase credential fees and to place the credentials office in the State Department of Education on a self-supporting basis.

Payments Equalized

Important progress was made on the financial front. State apportionments to districts will hereafter be made during the so-called "dry period" of August and September when shortage of ready cash has made widespread borrowing necessary in the past. Under a CTA-backed bill one-tenth of basic state aid will be paid a district in each of those two months. Previously the first apportionment has been made in October.

In the future apportionments for junior high school attendance will be made directly to the high school district maintaining the junior high, thus eliminating the subsequent transfer of the money from the elementary district of residence to the high school district.

A new formula was adopted for distribution of the "surpluses" remaining in the school fund after the initial payments to meet foundation programs. Priorities were set up as follows: (1) equalization, (2) growth, (3) transportation, and (4) special education.

Responsibilities for audits in districts under 900 a.d.a. will rest with the governing board of the district rather than the county superintendent as in the past. Should the district fail to provide for the audit by May 1, however, then the county superintendent shall make arrangements and bill the district for the cost.

The Legislature deferred for another two years the operative date of Chapter

THUMBS DOWN

Despite the record number of bills passed, the Legislature turned thumbs down on a wide variety of proposals. It approved 292 of the 713 measures introduced at the 1955 session. Among the better publicized bills which it failed or refused to pass, however, were ones to:

Authorize reading of the Bible in the public schools.

Impose censorship in the selection and purchase of school library books and instructional material.

Provide for the election instead of the appointment of the State Board of Education and the appointment by that board of the State Superintendent of Public Instruction.

Establish a \$4,200 minimum teachers salary.

Require all school employees to have a chest X-ray every three years.

Permit school boards to use tax funds to lobby at Sacramento and Washington.

Extend tenure to small districts.

Shift the cost of traffic guards from cities and counties to school districts.

Establish new state colleges.

Provide funds for a pilot study of the education of gifted pupils.

Make a mandatory assessment equalization law effective this year.

Increase fees teachers must pay for their credentials.

Relieve state-aided school districts of the unfair burden of pyramided tax rates to repay state building loans.

Deprive teachers of their right to a court hearing in tenure dismissal cases.

Establish a program of aviation education.

Authorize use of district or county funds for educational television.

Establish classifications for qualifications and salaries of county superintendents of schools.

Require school business managers to be credentialed.

Governor Vetoes Three Bills

Without public explanation or comment, Governor Knight pocket vetoed two CTA-sponsored bills and one CTA-opposed measure.

He failed to sign measures providing for voluntary dues deductions for members of the teaching profession, for education of polio and TB patients in hospitals and sanitariums, and for collective bargaining by teachers.

The dues deduction bill would have given members of the CTA and affiliated organizations rights similar to those enjoyed by most other public employees to have payroll deductions made for payment of dues.

The hospital education bill failed to win the Governor's approval despite the fact that there were no known objections to the measure, which passed both houses without a dissenting vote.

The collective bargaining bill was sponsored by a teachers' union. It was highly controversial and had just barely mustered a bare majority in the Senate after heated debate.

All in all the Governor turned down only 16 educational bills which reached his desk. Included among them was a measure providing for a lease-purchase plan of constructing school buildings.

1466, the mandatory assessment equalization law passed in 1949.

Building Aid Issue Up

In almost routine fashion the Legislature passed a constitutional amendment submitting to the voters at the 1956 General Election another \$100,000,000 bond issue to continue the program of state building aid.

It made several changes in the laws governing administration of the building fund, including a small liberalization in the square footage allowance for high schools, a requirement that the city or county instead of the school district pay for construction of any access street or road to a state-aided project, and a provision for construction of facilities for exceptional children with state aid by a group of districts under 900 a.d.a. even though some do not qualify for state aid.

The Legislature increased financial allowances for education of the blind and mentally retarded and expanded the definition of the physically handicapped.

Care Centers Helped

Child care centers were continued for another two years with an appropriation of \$4,535,800. The means test was liberalized to offset the effects of inflation.

Despite a great showing of need for action, the Legislature refused to approve a bill designed to prevent the pyramiding of taxes for repayment of state building loans. The measure passed the Assembly, was approved by the Senate Education Committee, but was killed in the Finance Committee. It would have limited to 40 cents per \$100 of assessed valuation the amount any district would have been required to levy to pay off existing bond issues and repay its loan to the state.

County Setup Eyed

Considerable attention was paid by the Legislature to the administration of education at the county level. Among the bills enacted were ones providing for:

(1) An elective seven member lay county board of education to replace the existing appointive professional board. The Legislature, however, turned down a constitutional amendment calling for appointment of the county superintendent by the new elective board.

(2) Revamping the administration of the county school service fund, with



"Why Didn't Someone Tell Us!"

increased authority by the State Department of Education.

(3) Conduct of trustee and tax rate elections by county superintendent instead of districts.

(4) Limited teacher placement service by county superintendents.

(5) Extension of contracts of employees of county superintendents six months beyond term of superintendent.

(6) Salary increases for 31 county superintendents. The Legislature again refused to pass a general classification and salary bill for all county superintendents.

Unification Supported

Among the many bills affecting administration was one requiring all elementary districts to be included either in a high school or unified district by February 1, 1957.

State scholarships of \$600 per year will be given to outstanding high school students under a \$300,000 program approved by the Legislature.

Included in the long list of bills passed by the 1955 session were measures providing for:

Mandatory liability insurance to be carried by all school districts.

Use of safety patrols at intersections "near" as well as "adjacent to" schools.

Purchase of one-of-a-kind films and textbooks without advertising for bids.

Clarification of "trustee interest" in contracts and actions of school boards.

Continuation on a permanent basis of the "Allen Bill" on annexation of territory to city districts.

An increase to \$18,000 a year of the salary of the State Superintendent of Public Instruction.

CHALLENGES

from

CHICAGO

Five thousand teacher delegates debate major issues in Education, including federal aid, at annual convention of National Education Association

FOCUSsing attention on the critical problems of education, 5000 delegates to the 93rd annual convention of the National Education Association met in Chicago July 3-8. The 326 registered delegates from California brought active participation and leadership to the 170 meetings and raised significant issues which will affect the future of public education.

Stevenson Speaks

Adlai Stevenson, former candidate for President of the U.S., dramatically outlined the responsibilities of the federal government in assistance to education. In a featured Wednesday night address before the convention which was nationally telecast, Stevenson said "Our school systems demand prompt effective help. We have reached the point where the financing of public education, as distinguished from control, can no longer everywhere be taken care of from local or even from state and local revenues. This is not a matter of more, or more expensive, education;

nor is it a matter of opinion or politics. It is a matter of plain arithmetic and it is a matter of necessity."

Criticizing the Administration measure for aid to education, the former governor of Illinois said "For meeting this seven billion dollar need, the President proposed grants of 66 million dollars a year for three years. This is 33 cents a year to meet every \$35 of admitted present crying need."

Stassen Replies

Friday evening, in the final general session of the convention, Harold Stassen, special assistant to the President, defended the Administration position in regard to federal aid by pointing out that financial assistance inevitably brings control—and centralized control of the schools is contrary to American tradition.

Waurine Walker, Austin, Texas, president of NEA, in her keynote address urged the American people to relieve the crisis in shortage of teachers and school buildings. She also issued

a vigorous challenge to the profession on four specific points:

"We must find ways to get and keep good teachers. We must find ways to answer the pressures, confusions, and absolutism in education through expansion of NEA services. We must find ways by which education can bring about a rebirth and expansion of freedom. And we must find ways to reassert, with force and candor, our unrestricted, unabashed devotion to the ideal of education for all."

Advances Cited

"Substantial, identifiable, and definite achievements of the past year" were pointed up by Dr. William G. Carr, NEA executive secretary, in his annual report, delivered at the opening session. He enumerated an increase of 50,000 in membership, the completion of the first unit of the NEA center, legislative successes, investigations defending professional security of teachers, and the first results in recruitment of competent teachers as areas of outstanding achievement. He specifically mentioned advances in teacher welfare, higher teaching standards, public relations activities and improvement of international professional cooperation.

Buford Elected

John Lester Buford, superintendent of schools in Mt. Vernon, Illinois, was elected NEA president. He had served as first vice-president during the past year and has been an NEA state director since 1947. He was unopposed in the election.

Martha Shull, classroom teacher of Portland, Oregon, was elected first vice-president without opposition.

Charles J. Griswold of Hawaii and Nell Wilcoxon of Arizona were named to positions on the 11-member executive committee.

Hazel Blanchard of Fresno was elected to membership on the NEA Board of Directors. She will serve with Mary Jo Tregilgas and John Palmer as the junior director from California, succeeding David Conley, whose term expired this year.

McKay Steers NSPRA

Robert E. McKay, assistant executive secretary of CTA, was elected president of the National School Public Relations Association. He has served as first vice-president for two years. At the NSPRA-sponsored Celebrities Dinner Thursday night, Millie Gardett



Oscar, Chicago

CALIFORNIANS GREET PRESIDENT BUFORD—Elizabeth A. Yank of Marysville, newly elected president of the NEA Department of Classroom Teachers, shakes hands with John Lester Buford of Mt. Vernon, Illinois, newly elected president of NEA. Miss Yank overcame opposition from Michigan to win the coveted national position after serving for the past year as secretary. At left is Dr. Robert C. Gillingham of Compton, president of California Teachers Association, and at the right is Martha Shull of Oregon, newly elected NEA first vice-president.

Munsey of Bakersfield was spotlighted as a representative of the nation's retired teachers in a Salute to America's Cavalcade of Teachers.

Ethel Percy Andrus of Ojai was re-elected president of the National Retired Teachers Association.

Elizabeth A. Yank of Marysville, elementary teacher, was elected president of the NEA Department of Classroom Teachers.

"A Chronicle—The Past Is Prologue" was the title of a three-hour mammoth pageant presented in Chicago Stadium, scene of all general sessions, on Tuesday evening. Listed as Classroom Teacher Night, the pageant featured 750 Illinois teachers and students in sketching the

panorama of 100 years in professional development.

Dues Increase Stalled

A California proposal to increase NEA dues by one dollar to be allocated to finance capital outlay was defeated by a 4 to 1 vote. The proposed amendment to Article 1, Section 3 of the by-laws was introduced by California at the Delegate Assembly in New York a year ago and came before the convention at the first business session.

After California representatives had made a full presentation of their position in regard to a sound method of financing the construction of the five-million-dollar NEA Center, the Board of Directors instructed the NEA executive secretary to make a thorough study of dues

and services. In the meantime, it recommended to the convention a NO vote on the proposed amendment. California spokesmen, believing that every NEA member should share responsibility for the major capital investment, agreed to suspend activity in support of the amendment until a report could be rendered at the Portland convention next year. The large California delegation, meeting early each morning during the convention, aired the controversial issues involved before withdrawing its campaign at this session.

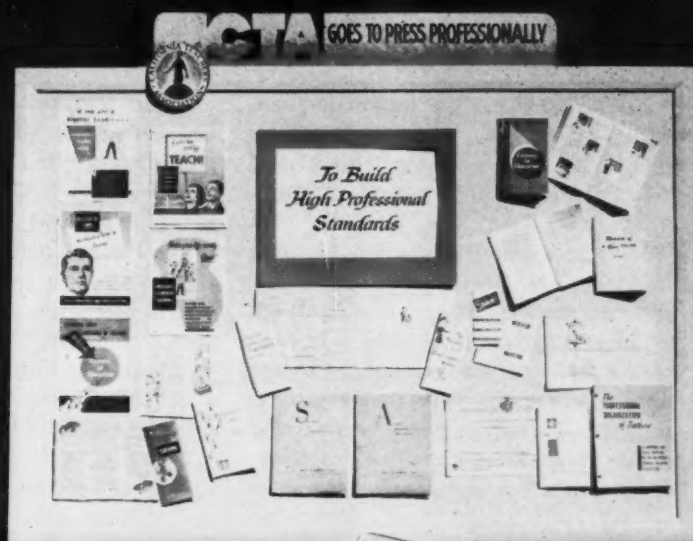
Membership Grows

NEA membership was reported at 612,716 as of May 31. California was cited as reaching 97 percent of its CAP

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CTA GOES TO PRESS PROFESSIONALLY was the subject of the exhibit which the Association set up in its headquarters room at the Conrad Hilton Hotel in Chicago during the 1955 NEA Delegate Assembly. The six panels shown on this page each measure six by four feet, on pale yellow framed plywood. Each is surmounted by an outlined title with the CTA emblem.

Publications shown here, written and produced by the state CTA office, represent the range of the last three years. Some have been received and used by every CTA member; others serve special purposes.

Top to bottom, the panels show: Membership posters and folders used each fall; posters, bulletins, and booklets issued by the Commission on Teacher Education and Professional Standards; publications useful to professional relations, international relations, youth activities, public relations, tenure, and salary committees; Ethics Commission reports and booklets; Research Bulletins; Legislative Letter, digests, and rosters; booklets and leaflets of the Public Relations advisory panel; monthly CTA Journal, bi-monthly California Journal of Educational Research, and monthly Field Service's "Action."

Brochures describing and listing typical publications were distributed to the thousands of teachers who visited the exhibit during NEA week and orders for hundreds of free samples were received. The exhibit was designed and built by personnel of the state headquarters staff.

goal, having made the largest increase with 4,527. Pennsylvania leads the nation in NEA membership with 47,177 and California comes second with 46,075.

Delegates met Wednesday afternoon in small group meetings to discuss NEA services, the first time such a thorough evaluation had been attempted. In each of 20 areas of service, delegates had opportunity to interpret, criticize, and suggest. Though response varied, the general view was that present services are valuable but that average members do not know about them. Many believed that improvement of services should be accompanied by increased dues.

Staff Men Busy

Arthur F. Corey, CTA executive secretary, presided at a meeting of the joint committee of the NEA and the Magazine Publishers Association. He

reported that two successful meetings had been held with national magazine publishers and that a third will be held in February to make timely use of the recommendations of the November White House Conference on Education.

Mr. Corey also spoke on "How Teaching Is Becoming A Profession" at a sectional meeting on the professional standards movement. He also introduced Mrs. Munsey at the Celebrities Dinner of NSPRA.

Other CTA staff men were active during convention week. Harry Fosdick discussed the Fern Bruner case in a sectional meeting on Status and Security of the Teaching Profession. Bob McKay was a discussant in a section on state school finance and Walter Maxwell assisted in a study of NEA Journal.

Kenneth Brown led discussions on school finance and salary scheduling.

Resolutions adopted by the 34th Representative Assembly included statements on fundamental freedoms, attacks on the public schools, legislative investigations, the White House conference on education, integration in the public schools, television, and educational television channels, revenues from federally controlled natural resources, school assistance for federally affected areas, school building construction, federal aid to education, United States Office of Education, and 18 more items of major importance to the profession.

Copies of the resolutions will be available from NEA in a 32-page booklet and will be included in the next edition of the NEA Handbook. JWM

The "clips" shown below are portions of a two-color brochure prepared by CTA staff for this year's membership drive. Many thousands of pieces of literature will be distributed by Section offices during the next few weeks.

SUPPORT YOUR PROFESSION!
Good Advice
in Any Man's Language!

Support your Profession through



When you join the CALIFORNIA TEACHERS ASSOCIATION you become an active member of the organized teaching profession of the State of California.

You help to finance improved schools. In recent years, CTA has been instrumental in boosting State school aid by \$285,000,000 a year and in winning a total of \$585,000,000 in State funds for school building construction.

You work to liberalize Teacher Retirement benefits.

You protect gains which have been made by Teacher Tenure.

You assure ever-higher standards of teaching in the state.

You assure high ethical standards for the professional conduct—and treatment—of California teachers.

You unite with 80,000 other CTA members in the fight for better salaries, better teachers—better schools.

Support your Profession through



When you join the NATIONAL EDUCATION ASSOCIATION you become an active member of the organized teaching profession of the United States.

You are effectively represented in Washington, D. C., before Congress and in all branches of government.

You benefit from the services of a staff of more than 500 persons working on legislation, research, public relations, teacher welfare, and in other vital areas.

You keep abreast of the keenest thinking on educational trends and problems, through the highly respected *NEA Journal* and the NEA's many other publications.

You add your name and influence to that of more than a half million other NEA members—thereby helping to build a united teaching profession in America.

Support your Profession



When you join your LOCAL TEACHER ORGANIZATION you become an active member of the organized teaching profession of your home community.

You prove to the people of your community that their teachers stand united as a professional group.

You strengthen the hands of those working on your behalf for better salaries and greater recognition for teachers.

You help to solve problems of public relations, to improve teacher welfare, and to lift professional standards.

You voice opinions in discussions of professional problems.

You vote your convictions on crucial issues before your local organization, the CTA, and the NEA.

You identify yourself with the first and most basic of your professional organizations, the Local Teachers Organization.

TEACHER RETIREMENT IMPROVED

"Plan B" to be effective next July

SENATE Bill 1445, Dilworth, was passed by the Legislature before adjournment last June and was signed by the Governor. Resulting changes in the California State Teachers' Retirement System, which go into effect July 1, 1956, will parallel "Plan B" as proposed by California Teachers Association in an overwhelming membership endorsement last spring. Ralph R. Nelson, consulting actuary and for 22 years the chief architect of the state teachers' retirement system, has prepared for CTA Journal a detailed description of the new changes and their application to individual cases. Numbered and titled paragraphs contribute to easy cross-reference and tables of factors and sample calculation of allowances will aid the reader to easy understanding.

Conditions for Service Retirement

1. Service retirement will be optional with members after they attain age 55 and render ten years of service in California.

Service Retirement Allowance Formula

2. The total allowance upon service retirement at age 60 will be 1/60th (1.666%) of the average salary* for the highest three consecutive years multiplied by the years of service, not credited under a local system. This is the same formula as that used under the State Employees' Retirement System for miscellaneous State and non-certificated school district employees.

Percentage of Average Compensation

3. The percentage per year of service will be discounted actuarially upon retirement below age 60 and increased actuarially upon retirement above age 60. Percentages per year of service for even ages at retirement are given in the following table. These percentages are 1/60 multiplied by the discount and increase factors, both being carried to further decimals for this purpose. For estimates, percentages at intermediate ages can be interpolated. The percentages will be carried to further decimals, and taken to quarter age years, in official calculations.

Percentage of Three-Year Average Salary Earnable, for Each Year of Service Not Credited in Local System

(1) Age at retirement	(2) Men Percentage	(3) Women Percentage	(4) Age at retirement	(5) Men Percentage	(6) Women Percentage
55	1.243%	1.269%	61	1.762%	1.759%
56	1.315	1.337	62	1.865	1.859
57	1.392	1.409	63	1.974	1.965
58	1.476	1.488	64	2.091	2.078
59	1.567	1.574	65 and over	2.216	2.200
60	1.666	1.666			

Discounted and Increased \$600

4. Of the service allowance resulting from the formula stated in paragraph (2), an amount equal to \$600 for 30 or more years of service will be paid from the Permanent

* Salary, as used throughout, means the contract salary; that is, salary which would be earned assuming no absences from duty, but excluding salary earned in overtime; that is, for service in excess of full-time day service or its equivalent.

Fund, to be discounted actuarially below age 60 and increased above age 60, as explained in paragraph (3). For service credited in local systems, an amount at the rate of this discounted and increased \$600 for 30 or more years of service, will be the sole State allowance, except for the minimum guarantees explained in paragraphs (5) and (6). Service of local system members, not credited locally, will be applied at the full formula. The \$600 discounted and increased according to retirement ages for use in column (7), paragraph (7), is as follows, the amounts being interpolated to quarter age years, in official calculations:

(1) Age at retirement	(2) Men Discounted and increased \$600	(3) Women Discounted and increased \$600	(4) Age at retirement	(5) Men Discounted and increased \$600	(6) Women Discounted and increased \$600
55	\$447.78	\$456.97	61	\$634.62	\$633.58
56	473.46	481.33	62	671.46	669.27
57	501.28	507.59	63	710.79	707.43
58	531.44	535.98	64	752.86	748.26
59	564.22	566.70	65 or over	797.86	792.22
60	600.00	600.00			

\$70 per Year of Service, Minimum Allowance

5. The minimum annual service retirement allowance will be \$70 multiplied by the years of service, not to exceed 40 years, discounted actuarially at retirement below age 60, but not increased at retirement above 60. No retirement allowance under this minimum, for retirements effective after June 30, 1956, will exceed 75 per cent of the average annual salary earnable during the highest three consecutive years. See paragraph (13) for application of the minimum to persons already retired. The \$70 discounted according to retirement ages for use in column (10), paragraph (7), is as follows, the amounts being interpolated to quarter age years, in official calculations:

(1) Age at retirement	(2) Men Discounted \$70	(3) Women Discounted \$70	(4) Age at retirement	(5) Men Discounted \$70	(6) Women Discounted \$70
55	\$52.24	\$53.31	58	\$62.00	\$62.53
56	55.24	56.16	59	65.83	66.12
57	58.48	59.22	60 and over	70.00	70.00

Aggregate Guarantee for Local System Members

6. There is also a guarantee that a local system member will receive an aggregate amount, that is, the sum of the

local and state allowances, by addition to the state allowance, at least as much as he would have received from the State System alone, including the minimum in paragraph (5), had there been no local system, minus one-half of the State Annuity Fund portion based on service after June 30, 1944. No explanation of the calculations under this guarantee is made here, because it usually would be to the interest of a member to whom the guarantee would apply, to resign locally, withdraw local accumulated contributions, contribute to the State Retirement Annuity Fund to bring his contribution there to what it would have been had there been no local system, and so receive the full retirement allowance under the State System. Local system members can readily calculate their allowances, first, with the local system credits, and second, assuming all service credited only under the State System, by the methods used in paragraph (7). They then would need to know the amount of their contributions in the local system as compared to the annuity contributions required by the state, to have complete information for a decision. Persons retired prior to July 1, 1956, and receiving local system allowances, will no longer have the option of withdrawing from the local system. See paragraph (14) for further statements about the application of the aggregate guarantee to persons already retired. Members not yet retired, who are interested in their aggregate guarantees in spite of the option to withdraw from the local system, should refer to paragraph (14) for a sample calculation.

Sample Calculations of Retirement Allowances

7. In the following table illustrating the calculation of service retirement allowances for women, the \$600 portion to be paid from the Permanent Fund has not been segregated, except for service credited in a local system, as shown in columns (4), (7) and (9). For service not so credited, the \$600 portion has been included with the annuity portion to make the total allowance based on that service, as shown in columns (3), (5) and (8). This method and the use of percentages per year, derived by multiplying 1/60 or 1-2/3, by the discount and increase factors, simplify non-local fund calculations. Calculations may be further simplified by the use of the discounted and increased \$600 in column (7), instead of stating the factors to be applied to the \$600.

Sample Calculations of Service Retirement Allowances

WOMEN						
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Case No.	Age at service retirement	Years of service not credited under a local system	Years of service credited under a local system	Percentage (from paragraph (3) of column (6) per year of service in col. (3))	Average annual salary earnable during 3 highest consecutive years	Discounted and increased \$600 (from paragraph (4))
1	55	31	None	1.269%	\$ 5,000	None
2	57	30	14	1.409	6,000	\$507.59
3	58	28	None	1.488	3,600	None
4	60	15	None	1.666	6,500	None
5	62	25	10	1.859	5,500	669.27
6	64	35	None	2.078	4,000	None
7	65	20	16	2.200	6,300	792.22
8	65	36	None	2.200	3,000	None
9	65	36	None	2.200	10,000	None
10	65	None	35	None	6,000	792.22
11	65	3	34	2.200	6,800	792.22

(1)	(8)	(9)	(10)
Case No.	Annual allowance based on non-local system service in col. (3) Cols. (3) x (5) x (6)	Annual allowance based on local system service in column (4). Cols. (4) ÷ [(3) + (4)] x (7)**	Total annual allowance not including allowance from local system Cols. (8) + (9)
1	\$1,966.95	None	\$1,966.65
2	1,690.80	\$209.01	1,899.81
3	1,499.90	None	1,750.84*
4	1,624.35	None	1,624.35
5	2,556.13	191.22	2,747.35
6	2,909.20	None	2,909.20
7	2,772.00	352.10	3,124.10
8	2,376.00	None	2,376.00*
9	7,920.00	None	1,920.00
10	None	792.22	792.22
11	448.80	727.99	1,176.79

How to Calculate Service Record

8. The allowance upon disability retirement below age 60 will be 90 per cent of 1/60th (1.50%) of the average salary for the highest three consecutive years multiplied by the years of service not credited under a local system, or 90% of the minimum of \$70 per year of service, explained in paragraph (5). Upon disability retirement at 60 or over, the allowance will be the same as for service retirement. The allowance for disability retirement below age 60 is guaranteed to be at least 25 per cent of such average salary, if the member could complete 16.66 years of service in the aggregate before age 60. The Permanent Fund portion of this allowance, included in the foregoing formula, will be 90% of the prorated \$600, and for service credited in local systems, this will be the sole state allowance, except for the minimum guarantees explained in paragraphs (5) and (6). By the use of the methods illustrated in paragraph (7), and changing percentages and amounts only by substituting at any and all ages below 60, 1.50% in column (5); 90% of \$600, in column (7); and 90% of \$70, or \$63, in calculating the minima in column (10), instead of the percentages and amounts shown there below age 60, disability retirement allowances can be estimated. Disability retirement is permitted regardless of age, but only after 10 years of service, all in California with minor exceptions.

How to Credit Service

9. Service rendered prior to July 1, 1956, will be credited according to the present law and rules. Service rendered after June 30, 1956, will be credited according to amended Section 14310 of the Education Code. Briefly, one year of service, and fractional parts thereof, will be credited on the basis of a minimum of 10 months or 215 days put in during a fiscal year, by members employed on a monthly or per diem basis, respectively, and with normal tours of duty extending throughout the year. One year of service and fractional parts thereof, will be credited on the basis of a minimum of 145 days put in during a fiscal year, by members whose normal tours of duty extend only through the

* The minimum allowance explained in paragraph (5) applies in case (3). It does not apply in case (8), because of the 75% limit, assuming the retirement to be after June 30, 1956. If retirement were effective prior to July 1, 1956, the minimum would apply without the 75% limit, as explained in paragraph (13), and the allowance in column (10) would be \$2,520.00.

** The discounted and increased \$600 is prorated on the basis of all service. Thus in case (2), column (9), is 14/34th, and not 14/30ths, of column (7). The full balance of the discounted and increased \$600 is included in column (8).

school term as contrasted to the school or fiscal year. With respect to service rendered after June 30, 1956, suitable modifications will be made for persons putting in less than full-time day service. The status of out-of-state service is not changed. Generally, it is credited only if rendered prior to July 1, 1944, by persons who were members of the System on June 30, 1944.

Members' Rates of Contribution

10. Members' rates of contribution for service not credited under a local system will continue to be based on the nearest age at July 1, 1944, or at later entrance into the State Teachers' Retirement System. \$60 of the contributions resulting from application of the rates to earned salary, excluding only salary earned in overtime, i.e., time in excess of full-time day service or its equivalent, will be for the Permanent Fund; and for service credited under a local system, this \$60 per year of such service will be the only contribution required. Sample members' contribution rates expressed as percentages of earned salary follow:

Nearest age at July 1, 1944, or later entrance into system	Men		Women	
	Men	Women	Men	Women
20	9.53%	9.71%	45	10.33%
25	9.53	9.94	50	10.87
30	9.57	10.31	55	11.54
35	9.70	10.77	59 and over	12.13
40	9.94	11.26		13.52

The foregoing rates include the \$60 per year for the Permanent Fund.

Death Benefit After Retirement

11. A \$400 benefit will be provided from public contributions, upon death after retirement. The benefit at death before retirement remains unchanged.

Members' Additional Contributions

12. Members will be permitted to make additional contributions to provide additional benefits, without further public contributions. Such contributions may be terminated at any time, but may be withdrawn only as provided for other contributions. They will be paid, with credited interest, to the beneficiary upon death before retirement, and will be applied at disability and service retirement, to provide an annuity in addition to the regular allowance.

Adjustment of Allowances Already Granted

13. The retirement allowances of persons retired prior to July 1, 1956, will be adjusted to the amended law, on the basis of their ages at retirement. The calculation method illustrated in paragraph (7) applies equally to retired persons, but knowledge of basic individual data, however long the member has been retired, is necessary, of course. Because of lower salary schedules in the past, the minimum provisions explained in paragraph (5) will apply to a greater percentage of the adjusted allowances. In the calculation of the minimum, the limit of 75% of the 3-year average salary will not apply, but the limit of 40 years of service will apply. In no case will an allowance be decreased.

(Mr. Nelson's description of new changes in the State Teachers' Retirement law will be reprinted shortly and will be available from CTA's San Francisco office or from Field Representatives at 10 cents a copy.)

Aggregate Guarantee Applied to Retired Local System Members

14. The aggregate guarantee for local system members, stated in the first sentence of paragraph (6), applies equally to retired members who will be receiving local allowances on July 1, 1956. They will not have the option, however, which will be available to members not yet retired, of withdrawing locally, and receiving the full state allowance. Any such retired person, with knowledge of basic individual data, can readily calculate the full state allowance, assuming all service to be credited only under the State System, and using the method illustrated in paragraph (7). The only additional information needed to determine the aggregate allowance guaranteed would be the amount of one-half of the Annuity Fund portion (i.e., the total minus the Permanent Fund \$600 portion) which is due to service after June 30, 1944, if any. For example, if all service in case 2, paragraph (7), referring to a woman, were credited in the State System only, the total allowance would be $34 \times 1.409\% \times \$6,000 = \$2,874.36$. If 6 years of the service were rendered after June 30, 1944, the portion of the allowance based on it would be $6 \times 1.409\% \times \$6,000 = \$507.24$. The portion of this \$507.24 due to the Permanent Fund \$600 would be $6/34 \times \$507.59 = \89.57 . The Annuity Fund portion based on the 6 years would be $\$507.24 \text{ minus } \$89.57 = \$417.67$, and the aggregate guarantee as stated in the first sentence of paragraph (6) would be $\$2,874.36 - \frac{1}{2} \text{ of } \$417.67 = \$2,665.52$. A clear understanding of the method in paragraph (7), and basic individual data, will permit the ready calculation of any local retired member's aggregate guaranteed allowance.

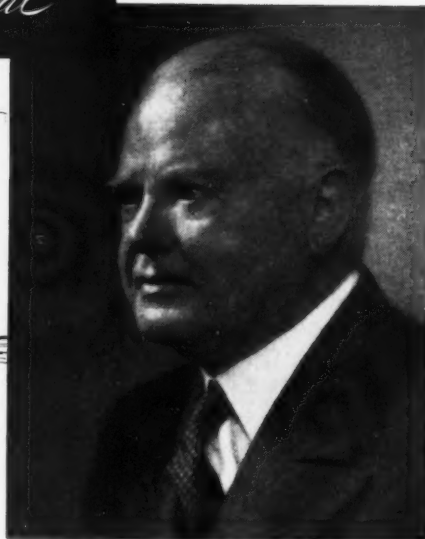
Provision for Meeting Costs of Increased Retirement Benefits

15. The increase in retirement costs is met in part by increasing members' contribution rates, explained in paragraph (10), and in part by contributions to the System by employers of members, equal to 3% of members' earned salaries. School districts are given the option of raising all or part of this public contribution by a special tax. Subventions being paid annually by the Retirement System to districts maintaining local systems for teachers, such as Los Angeles and San Francisco, will be increased so that the net increase in cost to them will be relatively small.

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No attempt is made in this brief statement to give all of the changes in the law. Sufficient explanation and examples are given, however, to permit individuals to calculate closely enough for estimates, their allowances if not retired, or adjusted allowances if they are retired, provided they have the necessary basic data in their individual cases.

Patience on the part of members of the System is desirable, in requesting information from either the retirement System in Sacramento, or the California Teachers Association, with the understanding that information requested in cases facing pending retirement will be furnished as promptly as possible. The effective date of the new provisions was postponed to July 1, 1956, to give time for the orderly adjustment of over 13,500 outstanding allowances, and orderly performance of all the other tasks required by the change.



Herbert Hoover

remembers his former teacher

Mollie Carran

THROUGH the eyes of a ten-year-old boy, Iowa was a place of adventure and daily discoveries . . . and among these recollections was that of a great lady who first taught me in school and remained my friend during her whole long and useful life—Mrs. Mollie Carran.

"It was from her that I first heard something about the meaning of the word American."

A great American, Herbert Hoover, was speaking. He had returned to his home town, West Branch, Iowa, to deliver a homecoming address on August 10, 1948.

Almost exactly 20 years earlier, just before he became the 31st President of the United States, he had returned to the same spot to discuss the national problem of farm relief. But the great man had started a significant address with a tribute to the teacher of his youth:

"I am glad, a son of Iowa, to come back to the place where I was born. Here I spent the first ten years of my boyhood. . . .

"There is present here today a lady who was for years my teacher in your public school. She embodies the spirit of that vast body of women who not only teach and inspire our children but watch over their wider destinies. You have come to do me courtesy as a son of Iowa. I take this occasion to acknowledge my debt to that lady—Mrs. Carran."

Mollie Carran was not present when Herbert Hoover spoke in 1948; she had died in 1934 at the age of 81.

Born in Pennsylvania in 1853, Mollie Brown moved with her parents and



five brothers and sisters to a farm near West Branch. The hardships and trials of the Civil War reconstruction period were an accepted way of life for the hard-bitten Quaker family and each of the children learned the lessons of thrift and hard work.

Mollie went to a country school near the farm and later attended the Iowa City Academy and the University of Iowa, located about ten miles from West Branch.

She began her teaching career at 16 in the one-room rural schools of the region, later taking a teaching position in the West Branch school, where she remained until her marriage to John K. Carran in 1885. With industry and Scotch-Irish austerity, the Carrans farmed until 1914, when they retired comfortably.

Herbert Her Pupil

During the last years of her teaching, before her marriage, Miss Brown had Herbert Hoover as a pupil. She recalled him as a normal, active boy, industrious, self-reliant, and eager to learn. She remembered a remark he made when still a small boy: "I know someone who will help me through school. His name is Herbert Hoover."

Young Hoover was grateful and appreciative. This trait continued into his later life, after he became wealthy and famous. He contacted Mrs. Carran whenever he visited West Branch and he frequently sent her messages and flowers.

Before her death Mrs. Carran told her daughter, Mrs. Alice Hayslett of

deep respect which the Nation reserves for its most distinguished elder statesman. Many of those years he spent in California; until recently his permanent address was Stanford University.

Graduate of Stanford

Leaving Iowa after completing high school, young Herbert entered the first class at "The Farm," the new educational institution created by Leland Stanford. He received his bachelor degree in engineering at the first commencement of Stanford University in 1895.

A trustee of Stanford for many years, Hoover became a stalwart guide and benefactor of the university, the friend of Mrs. Stanford, David Starr Jordan, Ray Lyman Wilbur, and other Stanford presidents.

Starting as a mucker in the deep gold mines of Grass Valley, young Hoover launched into a career in mining which made him wealthy before middle age and imprinted his influence in a dozen countries around the world.

He married Lou Henry, a graduate of Whittier College, in 1899. They had two sons: Herbert Jr., now Under Secretary of State; and Allan Henry, a California electrical engineer. Mrs. Hoover died in 1944.

Hoover's public service career began in 1914 when he became chairman of the American Relief Commission. His name became a household byword in 1917-19 when he served as U. S. Food Administrator; that was the pre-rationing period when it was patriotic to "Hooverize."

were placed in effect in the two years of its operation. A second Commission of the same name completed its two year task last July and final reports, which will have a significant impact on government-business relationships, are now being published.

Humanitarian, engineer, statesman, author of a dozen books, holder of great responsibilities, few men in America have served as steadfastly or been honored (or misunderstood) as consistently as Herbert Hoover. Blamed for the Great Depression and reviled by his political opponents, he lived to see his conservative philosophy of "the free American spirit" return to favor. Meantime, he has received honorary degrees from 79 institutions of higher education and 108 medals from all the civilized countries of the world.

Has Remained Humble

In spite of his honors, he has remained humble. Appearing at the dedication of a school named in his honor at Stockton in August of last year, he expressed his deep appreciation. He went on to add:

"My first steps to learning were in public school. To this day I have a lingering affection for my teachers of that day and many of my friendships made in school have been staunch over all these years . . ."

"We elders—all of us—have a responsibility for our educational system. With public education's 35 million students, it is one of the foundation piers of our American system of free men and women. Its proper conduct is the guarantee of our national future."

Illustrating his profound understanding of the place of teachers in the National scene, the former President continued at Stockton:

"Among these responsibilities is the adequate preparation and protection of our teachers. They are not only teachers to whom we entrust the instruction and moral development of our children. They must—each of them—occupy a position of community leadership. Theirs is a calling of great personal self-denial. They must be provided with adequate living and an assurance of protection to old age."

Tribute to Teachers

A few days later, he appeared in Iowa City to receive special honors on his 80th birthday. Again his remarks included tributes to the schools and

(Continued to page 41)

Good teachers stand in the shade of our great men

West Branch, "Herbert Hoover came of a long line of folks to whom character was most important. I knew the Minthorns and the Hoovers well. Like all Friends, they put stock in their standing in the community. They controlled their children and taught them the fundamental principles of living."

Last month Mr. Hoover celebrated his 81st birthday, receiving thousands of congratulatory messages and the

President Harding named him Secretary of Commerce in 1921 and Coolidge renewed the appointment. He served as a Republican President in 1929-33 and was renominated in 1932.

Returning to the service of his country in 1947, Mr. Hoover became chairman of the Commission on Organization of the Executive Branch of the Government. More than 70 percent of the recommendations of that Commission

MINIMUM SALARIES SUPPORTED

by foundation programs in new state law

A MAJOR 1955 legislative objective of the CTA State Salary Committee was accepted by the Legislature in the closing weeks of the general session and signed into law by the Governor on June 22. The Committee sought a reformulation of the minimum instructional salary financial support which California has required since its adoption of equalization apportionment in 1947. The new "formula" derives this support directly from the apportionment foundation programs themselves instead of basic and equalization aid only.

Salary Support an Old Principle

We may be reminded that the 1955 legislation is no revolution in California school finance. The very earliest school legislation in the state referred to the salary of the teacher. The adoption of "An Act to Establish a System of Common Schools," on May 1, 1851, established the state's long standing policy of legislating directly in behalf of teaching salaries; the act required that all of the state aid received by the local district be expended for the salaries of the teachers. A second act, in 1852, required that all of the state funds and half of the county funds received by a district should be expended on teaching salaries.

Under this early legislation, districts received apportionments from the State School Fund on a census-child basis. An 1854 proposal to use average daily attendance for apportionment was defeated.

State Aid and Salary Innovations

In 1874 California began the policy of recognizing public education as a fixed charge upon the State General Fund. State and county school funds were distributed on a teacher-unit basis, with any balances going to districts on the older census-child basis. In 1902 the support of high school education became a charge on the State School Fund, with attendance in grades 13-14 entering the state aid picture in 1917. The introduction of the average daily

attendance apportionment unit came in 1911, in combination with continued teacher-unit apportionment.

Following the 1920 initiative amendment which placed per a.d.a. state aid amounts into the constitution, the 1852 salary provisions were contained both in the constitution and in school law, calling for all of state aid and now sixty per cent of county aid to go into teaching salaries. These same general provisions existed in the Education Code through 1945:

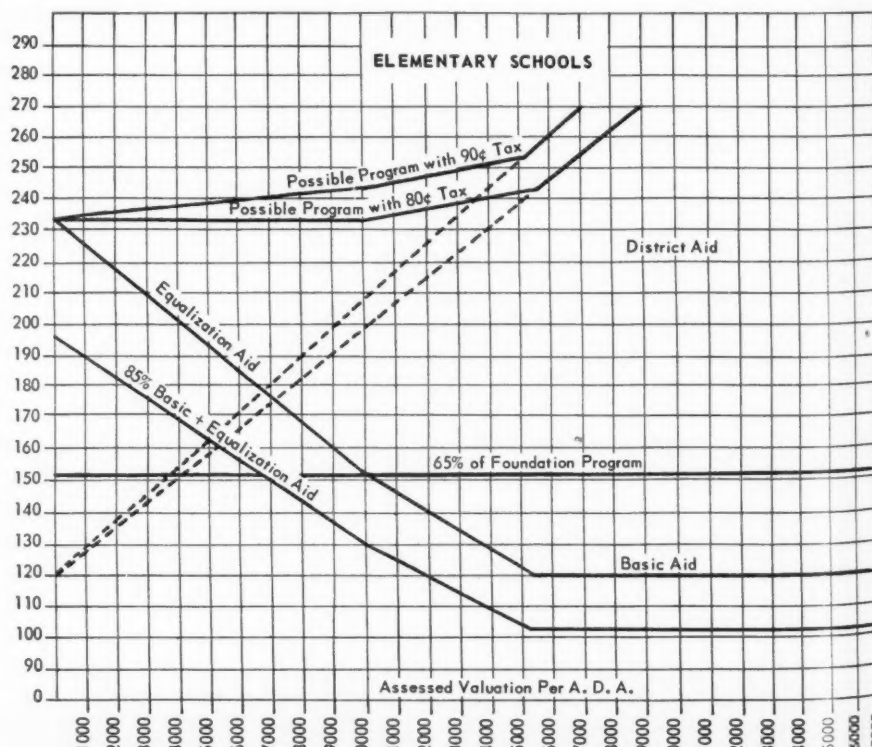
Section 6704. All the State school money and not less than 60 per cent of the county school money, as defined in Section 6706, shall be applied exclusively to the payment of teachers' salaries.

Meanwhile, an additional minimum salary principle had been introduced in state school finance in the 1937 Legislature. A specific salary sum was declared to be the minimum amount which could be paid to a full-time, fully certificated teacher. The amount named was \$1,320. This added prin-

ciple was as important to the development of a professional salary schedule for teachers as was the earlier principle that a certain portion of school revenues should be expended on teaching salaries. It established a point at which professional salary recognition must begin and beyond which the required financial support should be applied. This salary "floor" advanced with occasional revisions until it reached the level of \$3,400 set by the Legislature in 1953.

The 1947 Apportionment Law

In the 1947 Legislature, AB 2120 Dunn et al brought about equalization apportionment for all school levels. (It had been introduced into the elementary grades in 1945.) Distribution of state aid was on an average daily attendance basis, with varying amounts beyond basic aid depending upon local assessed valuation per a.d.a. It was realized that this change brought into being a new relationship between out-of-district revenue and state required



minimum salary support; no longer were all districts receiving the same amount of money per pupil or per teacher from the state, except for the coincidence of similar local wealth per pupil. A substantial majority of pupils were in equalization districts. Some districts would be receiving nearly all of their money for school operation from the state, and it would be manifestly impossible to require all of these funds to go to the salaries of certificated personnel.

The drafters of the new legislation settled on a figure of 85 per cent of basic and equalization aid as an appropriate substitute for the previous minimum salary base which had existed for almost 100 years. To make sure that a "safety hatch" was included, since the new method might prove impracticable to administer in very poor and very small districts, it was provided that districts which could demonstrate budgetary distress because of compliance could be excused upon presentation of a petition for waiver.

A glance at the graph of the operation of the 85 per cent provision will discover the major objection to it—the poorer a district was per pupil, the more severe was the salary requirement. An elementary district of \$3,000 assessed value per a.d.a. was asked to spend \$178 per a.d.a. on certificated salaries. A district of \$20,000 was only

within the ability of practically all districts, even the very poorest, and waivers should be relatively rare and carefully scrutinized.

The appropriateness of the new procedure would largely be defended by the concept of the foundation program itself. The state, even though it has delegated a large measure of responsibility to local government units, still is constitutionally obligated to maintain a functioning system of public education. Our modern understanding of such a system is that it shall assure an equal educational opportunity to every child, including the opportunity to sit before an adequately prepared and professionally rewarded teacher. This involves a minimum sum of expenditure on each child's education. To quote nationally recognized authorities: "Central to the principle of equalization of educational opportunity is the assurance, by some manner, of the kind of program the people of the state want to assure as a minimum in every community—the program below which no community shall be allowed to go." (Mort and Reusser, *Public School Finance*, p. 400.)

If the state is genuinely concerned about equalization of educational opportunity and minimum salary support for teaching services, it must find a way to bring these concerns together. This has been done in AB 986. Other

teacher. If foundation programs are increased in the future, an increase in the financial support of salaries may be expected to accompany these changes. Secondly, districts which maintain excessive pupil-teacher ratios must expect to pay their teachers higher salaries than districts which maintain moderate pupil-teacher ratios. An illustration of this latter tendency may be in order.

Small schools under 101 a.d.a. have foundation programs of \$5,300 for each twenty-five pupils if a teacher is employed for each twenty-five pupils. Sixty-five per cent of this foundation program is \$3,445, which corresponds fairly closely with the \$3,400 minimum salary figure. If 32 pupils are put before a teacher in such districts, the foundation program is \$6,784, of which sixty-five per cent is \$4,410. We have assumed here that no other certificated salaries are included in such a small school and district.

For larger elementary districts the minimum salary provision is keyed to the \$232 foundation program. Sixty-five per cent of this figure is \$150.80. A district average of 30 prior year's a.d.a. per classroom should provide classroom minimum salary support of \$4,524. If the district average is 35 a.d.a. per classroom, this salary foundation will be \$5,278. These amounts of salary money must cover the full range of certificated services rendered to each classroom, including teaching, supervising, administering, and so on. The teaching portion will probably run from 85 to 90 per cent of this total. Further, this money is the minimum expenditure for the support of a schedule. It is not to be regarded as an automatic minimum salary amount for each individual teacher. The schedule might range from \$3,800 to \$7,000, and will most likely be costing the district more than this minimum amount per classroom.

The same mechanism will be at work in secondary school districts, with their particular foundation programs and pupil-teacher ratios. No overall formula can be written out for every situation. However, it can be observed that the newly legislated minimum salary requirement is more nearly equitable among districts than was the arrangement prevailing between 1947 and 1955. This is a measure of improvement in salary policy.

KENNETH R. BROWN
CTA Director of Research

AB 986 (Geddes) offers new base for salary scheduling

required by the law to put \$105 per a.d.a. into certificated salaries. Even though the wealthy district was certain to be spending much more than this sum, the "mechanics" of the salary provision were harsher on the poor district than the wealthy one.

The 1955 Changes

The new provisions of AB 986 strike a salary foundation straight across the graph, treating all districts alike in the concern of the state for the per a.d.a. financial support of certificated salaries. This was accomplished by requiring a percentage of the foundation program figure, imbedded in the apportionment law of the state, to be expended for the support of instructional salaries. The 65 per cent figure adopted should be

states have done it by state-wide salary schedules attached to apportionment policy.

Significance for Salaries

In commenting on the outcomes of the 1955 salary legislation, it must first be pointed out that we are discussing minimum salaries. We have not legislated with reference to maximum salaries except as these are raised incidentally to the creation of a firm salary base, which will in occasional districts be lifted as a result of the 1955 law. The achievement of maximum professional salaries will still be the work of vigorous local teacher associations and salary committees.

Two potential outcomes of the new law should be of interest to every



Photo by Stanford Studios, San Mateo

Executive Secretary Arthur F. Corey signs for the California Teachers Association a contract with Washington National Insurance Company providing for a new CTA Group Income Protection Plan which goes into effect this month. Shown above with Mr. Corey are, left, Fred W. Ferguson, regional supervisor of Washington National, and Harry Fledderman, CTA legal counsel.

Income Protection Is Fourth Cost-Saving Insurance Plan Now Available to Members

THE new CTA Income Protection Plan, endorsed by the State Council of Education last April, is ready for presentation to local CTA chapters this month. This is the fourth insurance plan to be sponsored by CTA in the last five years, plans for automobile, health, and personal and professional liability having proven both successful and economical.

The new Income Protection program underwritten by the Washington National Insurance Company, after a two-year study by the CTA Advisory Panel on Insurance, was accepted and recommended by the CTA Board of Directors. The plan provides cash benefits for California teachers in coordination

with sick leave and furnishes a low cost means of assuring teachers of a continued income when disability strikes. Benefits are paid for regular teaching days after the expiration of accumulated sick leave.

The plan is designed to dovetail with other CTA sponsored insurance programs and represents another forward step in making it possible for CTA members to enjoy the best in benefits at a minimum of premium cost. It provides advantages not usually found in individual policies.

To Start in Locals

The CTA Income Protection plan will be presented through local CTA

chapters. Chapter presidents will be supplied with request cards which are to be returned to the Los Angeles or the San Francisco offices of Washington National. Upon receipt of the request card, a representative of Washington National will arrange to present full details of the plan to the interested local chapter. The representative will assist local association officers in the necessary organizational work, after which they will conduct meetings to explain the plan to all teachers and to answer all questions. He will assist in enrolling active CTA members who wish to participate.

It is important that proper organizational work through the local chapter be done prior to actual installation of the new CTA Income Protection plan. The cooperation of local association officers and school administrators is necessary for the success of the plan. School districts will be asked to cooperate by providing monthly payroll premium deductions which will facilitate enrollment and keep participation in the program at a high level.

Prompt Service Assured

Insofar as possible, local chapter groups will be installed in the order in which Washington National receives requests. Attention will be given first to local chapters who provide the greatest cooperation in arranging to have the new program presented in the local school district.

Company Is Sound

For more than thirty years Washington National Insurance Company has specialized in writing liberal and actuarially sound Group coverage for teachers. Washington National is currently underwriting teacher group programs for more than 2,500 local teacher organizations throughout the country. In addition to California, the company maintains contracts with twelve other state teacher associations.

Washington National is an old line legal reserve stock company, with its home office in Evanston, Illinois. Assets exceed \$190,000,000. The company is in its 44th year of service and ranks in size among the top 20 per cent of life and accident and health companies in the nation.

In order to assure service under the new CTA Income Protection plan, the company maintains two group offices, one in Los Angeles and one in San Francisco.

—FRANK W. PARR
CTA Asst. Exec. Secy.

UNITED NATIONS

Celebrates its tenth birthday



Harlan D. Anderson

TEN years ago in San Francisco, representatives of the civilized world subscribed to the Charter of the United Nations. Within this charter they embodied ideas, beliefs, and hopes that by cooperative action, nations might come to peaceful settlements of their differences and at the same time aid and assist member nations in the eternal fight against disease, famine, injustice and oppression.

Three months ago, delegates from the member nations arrived in San Francisco for a meeting commemorating the tenth anniversary of the signing of the United Nations Charter. This session of the United Nations was dedicated to an evaluation and appraisal of the effectiveness of the UN in the light of its goals and purposes.

While the intervening decade has not always been one of agreement and accord, this session of the UN paid tribute to the monumental task of bringing men and ideas together for the purpose of attempting a peaceful solution to their problems. Some international problems have been solved, many are being solved and some are left unsolved. One may at times become discouraged at the inertia of the UN and at the many debates and arguments which precede so much of the action taken. However, it is rewarding to see men of intellect take their places together and speak of the effectiveness of the United Nations. They expressed faith in it as an instrument which bases its belief on the premise that man can come to an understanding with his fellow man without taking up arms.

At the San Francisco meeting, delegates reaffirmed their faith and pledged the cooperation of their respective countries toward furthering and strengthening the beliefs set forth in the United Nations Charter.

Ten years ago, nations with a desire for a peaceful world made a declaration that would aid in assuring the fulfillment of this hope. With a war completed and with all nations holding a hope for peace, it was simpler at that time to come to certain agreements and to embody them in a charter. It has not been as easy to live up to the ideals set down that day in San Francisco. However, there has been a genuine attempt to use the UN as an organization designed to prevent war.

Acknowledging the fact that difficulties have arisen within the UN and knowing that relations between countries are often strained, one is aware of the need for increased effort upon the part of education to stress to the public the values of the United Nations. The California Teachers Association does recognize the role it must play. The CTA believes that a more thorough appreciation of the peoples of other countries will aid in fostering improved relations.

Working Together

It is often difficult to teach the activities of the UN in communities where the critics of the UN and those who oppose international understanding influence the action of teachers. It was particularly gratifying, therefore, to see in San Francisco people of the highest integrity and intellectual ability working together with the belief that world understanding can be improved and world problems solved through the cooperative action of the United Nations. The confidence of these men will serve to inspire the confidence of others.

To hear of the action of the United Nations from the delegates of these countries lends emphasis to what is sometimes mentioned but often forgotten. Delegates told of the work the UN had done toward helping smaller, underdeveloped countries find ways to improve their agricultural methods and in so doing, improve their economic and social conditions. They related how difficult it was for the people of the United States to visualize conditions as they exist in many countries of the world and to realize the extent of suffering and hardship. These delegates spoke of the gratitude of their people for DDT

and other insecticides used to destroy the malaria-carrying mosquito. They told how each year 300 million people are stricken with malaria and of these, three million die. However, through the efforts of the UN more than twenty control projects are now in operation in Asia, Africa, the Pacific Islands, Central America and the Mediterranean area, saving millions of lives and restoring entire populations to health and productivity.

Gains Are Recited

Hearing these men speak of the accomplishments of the UN and watching them talk together informally after a general session, indicates a freedom of expression and cordiality that does much to insure a more thorough knowledge of mutual problems. It also affords a united attack upon common difficulties. The respect of these delegates for each other indicates the relationship that can exist when the peoples of one country attempt to have a better and more complete understanding of the peoples of other countries.

Living in a world where the most distant country is just a few air hours away, it is evident that a closer relationship between nations does exist. This proximity prevails whether it is considered desirable or not. To be aware of this fact is to prepare for it by increasing our appreciation of our neighbors. Though knowledge of another country does not guarantee a friendly relationship, it does offer a basis for building a common bond.

It is the responsibility of educators to teach about the peoples of other countries and to encourage discussion of different ideologies and beliefs. It is also important that the aims and goals of the United Nations be presented with the intention that by objectively and factually discussing these ideas, our country may continue to lead in bringing about peaceful and equitable solutions to problems that beset the world. The United Nations can succeed if we are determined that it shall succeed.

Mr. Anderson teaches in Santa Ana. As a member of CTA's International Relations committee, he attended most of the San Francisco commemorative meetings in June.

If your local salary committee does an outstanding job, has obtained high professional salaries, has good relations with the superintendent and the school board and in general is a model for nearby locals to emulate, then this article may not be for you. We hope this is the case, but if improvement is possible, this article may suggest some directions for your local to take.

Local Salary Committees Can Do A Better Job

Rip Matteson

with illustrations by the author

SALARY committees I know fail to do the best possible job for the teachers, the schools or the students. They occasionally antagonize the superintendent and the board and may even keep the schools in a state of unrest for a good part of the year.

The committee usually is concerned exclusively with raising teachers' salaries and it goes about it by meeting with the superintendent either (1) with hat in hand, asking meekly if teachers may have a raise next year, or (2) storming the superintendent's office demanding \$100 across the board.

If the committee is meek it might as well disband because the administration will take care of the teachers in any way it wishes. If the administra-



tion is enlightened, salaries will be as high as possible, with or without the committee. If the administration is opposed to a professional wage, the superintendent can make the committee feel lucky not to be taking a cut in salary. There is no reason for the "meek" committee to exist unless the administration is trying to encourage the local association, is paying lip service to democratic action or wants a teacher committee to act as a buffer each year when no raises are given.

The "demanding" committee should be abandoned for different reasons. Arming themselves with all the salary schedules they can find which are superior to their own, they shoot for the average or as much more as they can get. This committee might get the raise once, but they are going to cause an unfortunate breach between teachers and administration and might even endanger the total school program.

The types of committee described may seem a bit extreme, but to a greater or lesser extent these types do exist. Neither approach can do the best job for teachers' salaries, nor for the schools, nor the students. A middle road between these two extremes is not the answer either.

I propose that any local committee desiring to do the proper job for teachers' salaries should begin by studying the entire financial structure of their schools. They should be called a **FINANCE** Committee and they should not concern themselves exclusively with salaries. They have to see the total picture or they will not understand when the superintendent says no raise is possible. Nor can they tell that the schools could afford a \$300 raise rather than just the \$100 demanded, unless they know as much about the total budget as the superintendent.

Must Be Well Informed

Such a committee has to be very well informed, a hard working group composed of top people who are willing to search out and learn all there is to know about school finance and who can do it without neglecting their regular teaching duties.

To change from a "salary" to a "finance" committee requires not only education of the teachers of the committee but of the administration, too. To bring the teachers into the financial intricacies of the schools' workings is a big job. It requires patience by both



administrators (who must believe that the teachers are concerned for the good of the students and the schools) and teachers (who must realize that the administrators usually make decisions without consulting teachers' committees).

Know Total Finance Problem

Committees must realize the whole educational system is under - financed and very few schools can afford to pay the professional salaries teachers deserve. Until education is adequately financed, the teachers and administrators are going to have to decide together how to spread the available money between buildings, services, books, repairs, salaries, etc.

The "meek" committee which doesn't get enough money for salaries is not a good committee. The "demanding" committee which gets more than its share of the funds is just as bad. Salaries are just a part of the bigger picture, which is why I suggest dropping the "salary" committee and creating a "finance" committee instead.

Teachers and administrators working together can achieve a harmony which need not be confined to money matters. This takes a great deal of work, however, and cannot always be achieved at once. It might take years, but I can visualize the time when a school board might be treated to the spectacle of the superintendent insisting on raising teachers' salaries another \$1000 while the local teachers of the finance committee insist just as hard that the money should be spent for new classrooms.

Mr. Matteson is a former member of the finance committee of the Monterey City Teachers' Association and a teacher of art at Monterey Peninsula junior college.

Seminar Helps Local Unit Presidents

TWO hundred forty presidents of local teacher associations affiliated with CTA shared a three-day "cram course" on how to pilot their organizations through an outstanding 1955-56 school year at Asilomar August 29-31.

The Seminar for Local Association Presidents, to use its full title, was hailed by participants as the answer to a long-felt need. The first of its kind in California, the meeting brought together local presidents from all parts of the state. Its program was designed to offer intensive help to newly elected presidents, briefing them on problems they are likely to face and on tested procedures and techniques by which such problems can be met.

Even more importantly, the meeting inspired a vision of what dynamic local associations can mean to the organized teaching profession.

Future Depends on Locals

"Successful, hard hitting local organizations," as one seminar leader expressed it, "represent not only a culmination of what CTA and the National Education Association are striving for. In another important sense they are already the very sinews of the organized profession."

"Without their thousands upon thousands of energetic members—who can become informed and effectively register their views only by means of the local association—the state and national associations could accomplish very little. What the CTA and NEA, and the entire organized profession, will be able to accomplish in the future will depend in very large part upon the kind of local associations we have."

Emphasis on Leadership

In contrast to other conferences, the seminar placed little emphasis upon CTA goals and program, which are adequately covered by Section leadership training conferences and workshops. Attention focused instead upon the local association and how its president can provide creative leadership, working with committees and the total membership in getting united action as the group moves toward its adopted goals. The seminar concerned itself with the dynamics of leadership for a local association.

Typical of the meeting's approach was the session on "Committees That Click," led by Erwin M. Howlett, CTA

Field Representative in the Northern Section. By dramatizations the entire seminar group was shown how a president and fellow leaders of a local teacher club can evaluate the work of a previous year's committees and then blueprint a vital and challenging committee program for the year ahead.

Following this presentation the entire conference group divided into discussion circles, offering each president a chance to voice his views on how adequately the presentation applied to his own situation. From the discussion circles came pointed comments and questions, addressed during a final half-hour of the session to a panel of NEA, CTA and local association leaders.

Problem Clinics Are a Hit

The seminar dug deeply into other selected topics, including: Planning a Year's Work for the Local Association,

How to Conduct a Meeting, Problems of Professional Relations, Better Teachers—Better Teaching, Budget Building, Successful Membership Campaigns, Meetings That Members Like, Communications ("Spreading the Word"), and Working for Better Salaries.

During evening hours CTA and NEA staff members conducted "problem clinics." To these the presidents brought their most troublesome problems for detailed analysis and assistance. Many commented that these sessions were among the most practical and valuable they had ever attended.

NEA Plays Important Role

Principal addresses during the three-day conclave were delivered by CTA State Executive Secretary Arthur F. Corey, and NEA Assistant Executive Secretary Lyle W. Ashby. Both Corey and Ashby were also available for consultation throughout the seminar. Field Representative Walter Maxwell handled details of planning and administration.



"But try to realize, Mrs. Henderson, that it may not be easy for your son to grow up to be a better man than his father."



FROM THE FIELD

statewide professional news

PLANNING FOR WHCE Continuing with plans for the Governor's Conference on education, the state meeting to prepare for the White House Conference, the Executive Committee met June 20 to outline studies of the six problem areas. Many community and regional conferences are being held prior to the state conference, with several statewide organizations represented on the Governor's Executive Committee expressing a desire to operate conferences patterned after the White House Conference agenda. The six subcommittees have been assigned a chairman, vice-chairman, consultant and two Department of Education resource people. Study guides developed by each group for use at the Governor's Conference at Sacramento September 30-October 1, were reviewed and completed at the Planning Committee meeting early in July. California's 98 representatives to the White House conference November 28-December 1 will have transportation costs paid by the federal treasury.

A-V CENTERS At the end of the 1953-54 school year, California had 128 A-V educational centers serving county and large-city school districts, 47 centers serving colleges and universities, and 12 centers in public libraries serving non-school groups. Replacement value of films, strips and projectors is over \$10,000,000.

PEOPLE AND PLACES Civil service examination for the position of Curriculum Laboratory Consultant in the state department of education will be held November 19. Further information on the examinations from California State Personnel Board, 801 Capitol Avenue, Sacramento 14. . . After 44 years in the teaching profession in California, **ATHOL E. McELROY** retired at the end of the last school year. A Reedley high school teacher for the past 30 years, Miss McElroy says her work has been a joy and inspiration and she regrets the closing of a career that has meant so much. . . The sharpest contrast between our schools and those in Europe is in the handling of social studies, according to **DR. C. MINOR MOORE**, recently returned from a four-month trip abroad. Our curriculum blends history, geography and civics into correlated social studies courses, while in Europe, instruction is formal, with each subject treated alone. Dr. Moore visited 30 schools in six countries, and also stopped at Radio Free Europe headquarters in Munich. . . After 26 years of endeavoring to raise school building standards and insure additional facilities that meet the needs of youth, **DR. CHARLES W. BURSCH** retired last July from the State Department of Education. Many improvements in school planning and building are the result of Dr. Bursch's efforts. Though retired, he is available as a private consultant. . . **EDITH PENCE**, principal of Lowell High School in San Francisco, was honored recently at a faculty testimonial dinner. Miss Pence, a teacher for 42 years, and Lowell's

principal for the past five, has announced her retirement. . . **GEORGE ARNSTEIN**, who for the past year and a half has conducted the book review column in **CTA Journal**, has accepted the post of assistant editor of **NEA Journal**. His new duties in Washington begin September 10. . . "Citizen of the Year" was the title bestowed upon **MRS. MARY FAY** by the San Diego Teachers Association. Mrs. Fay is the first San Diego woman to receive this award, which is sponsored by the Citizenship Committee of NEA. . . **DR. WILL C. CRAWFORD**, who passed away May 30, was a man highly honored by his friends and associates. He was superintendent of San Diego City Schools for 20 years. . . After 24 years of long and successful service as principal and district superintendent of King City Union Elementary School, **ALBERT K. LIVINGSTON** retired last June. He was honored at a reception, and presented with a silver coffee service and a book of letters of greeting and appreciation from teachers and former teachers. . . **ALMA HESBOL**, after teaching 35 years in a one-room rural school in Butte County, retired in June. High point was a surprise party given by the parents of her pupils—some of whom had learned their ABC's from her themselves. . . **DR. REX TURNER**, former CTA president, has been named superintendent of Sequoia Union High School District in southern San Mateo County. . . A recent survey of average-sized high schools in California revealed that approximately 56 per cent conduct an intramural sports program for boys wishing to participate. Most popular was basketball, offered by 91 per cent of the schools. Following in popularity were softball, volleyball, touch football, track and field, and other sports. . . Pacific Coast Music Festival will be held in Santa Barbara September 10-18, under musical direction of **LEOPOLD STOKOWSKI**. . . In a tribute to **DR. HERBERT CLISH**, former San Francisco schools superintendent, a San Francisco newspaper reporter wrote: "Clish is a man who believes public business should be conducted in the open. . . He certainly kept me informed on school department matters, and it has been appreciated." A good lesson in public relations. . . **DR. JOHN BARTKY** has been granted leave from Stanford University to accept the Directorship of Public Education Association. He will serve until 1957. . . **HARRY E. TYLER** of Madison, Wisconsin, has been named executive secretary of Pasadena Education Association. Former superintendent of Santa Maria union high school district, Tyler had also taught at UC and Claremont. President Esther Cogswell believes that, with the exception of ATOLA, Pasadena is the only local association employing a full-time secretary. . . **STATE BOARD OF EQUALIZATION** ordered tax assessment increases of from 19 to 39 per cent in 14 counties, to be effective September 1. More than six million dollars in school equalization aid will now be diverted to counties in which assessments have been relatively higher. . . CTA's membership as of July 31 was 80,590, an increase of 11 per cent in one year. . . NEA membership in California also jumped, a 6,000 increase to 46,584. . . Eight California teacher education institutions were recognized in the first annual **ACCREDITATION** list issued by National Council for Accreditation: School of Education, University of California; Chico State College, Fresno State College, School of Education, UCLA; San Diego State College, San Francisco State College, School of Education, Stanford; and U.S.C. **DR. ROY SIMPSON**, Superintendent of Public Instruction, is the only California member of the National Council.

CEC WELCOMES NEW UNITS

California Education Clubs, junior units of CTA and CSTA, continued to enroll for charters

during the summer. In addition to those already recognized during the past year, the following clubs have been formally chartered:

18, Future Teachers Club, Glendale High School, Glendale, Los Angeles County.

19, Tomorrow's Teachers, Nevada Union High School, Grass Valley, Nevada County.

20, Nellie Dobrowsky Club, Sequoia Redding Elementary School, Redding, Shasta County.

21, The 4 T's (Tomorrow's Teachers Training Today), Richmond Union High School, Contra Costa County.

22, Tomorrow's Teachers Today (TTT), Willow Glen Senior High School, San Jose, Santa Clara County.

23, Sacramento Senior High School Education Club, Sacramento Senior High School, Sacramento, Sacramento County.

24, 3R's of McClatchy, C. K. McClatchy Senior High School, Sacramento, Sacramento County.

25, The Cogitators, Mar Vista High School, Palm City, San Diego County.

26, Beverly Hills Chapter—California Education Club, Beverly Hills High School, Los Angeles County.

27, Future Pedagogues, Mt. Whitney High School, Visalia, Tulare County.

28, Leuzinger Education Club, Leuzinger High School, Lawndale, Los Angeles County.

29, Triple T (Top Teachers of Tomorrow), Watsonville Union High School, Santa Cruz County.

30, Edward Markham Club, Hayward High School, Hayward, Alameda County.

AND MORE CHARTERS

CTA keeps growing. Charters granted the past few months include: 441, Ontario Teachers Association, San Bernardino County; 442, Fillmore Teachers Association, Ventura County; 443, Garden Grove Union High School Faculty Association, Orange County; 444, Chino Teachers Club, San Bernardino County; 445, Covina Elementary Teachers Association, Los Angeles County; 446, The San Carlos Faculty Club, San Mateo County; 447, Menlo Park Teachers Association, San Mateo County; 448, Brawley Union High School Teachers Association, Imperial County; 449, Education Association of Los Angeles County Superintendent of Schools Staff; 450, El Monte Teachers Club (Elem.), Los Angeles County; 451, Vacaville Teachers Association, Solano County; 452, Fairfield Teachers Association, Solano County; 453, El Centro Elementary Teachers Club, Imperial County; 454, Newark Education Association, Alameda County; 455, Cupertino Teachers Association, Santa Clara County.

ENCOURAGE GOOD READING

A reading interest wheel, designed by Violet L. Rogers, teacher at La Jolla Elementary

School, encourages breadth of reading tastes among pupils. On the outside of his reading folder, each pupil draws a wheel, dividing it into pie-wedge segments. On the rim of each segment he puts labels such as "Adventure," "Animals," "Biography," and so on. As a book in each category is read and checked off, the pupil can see how his varied reading has helped him and carried him to wider reading pleasure.

EDUCATION, U.S.A.

..... national professional news

NEA STAFF REORGANIZES

Under a plan approved by NEA Executive Committee, eight staff members will comprise the Secretary's Cabinet. Each will assign responsibilities to staff members under his direction. Members named include Lyle Ashby, Karl H. Berns, Glenn Snow, Richard Carpenter, Hilda Maehling, James McCaskill and Howard Wilson. Assistant secretary for information is yet to be named.

EDITOR-EDUCATOR CONFERENCE

Among the awards presented at the second annual Benjamin Franklin Awards Dinner were two dealing with education. *Redbook* magazine received the award for "distinguished and meritorious public service" for articles including "The Schools That Broke the Color Line" (October 1954) and "Fear on the Campus" (April 1954). One of the citations in this classification went to *Life* magazine for "Why Do Students Bog Down on First R?" (May 24, 1954). The Awards Dinner closed the National Editor-Educator Conference held in Washington last May.

NEA CENTENNIAL

Dr. Paul Street, director of regional services, Northern Illinois State College, has been appointed director of the Centennial Celebration of NEA. During 1957, the centennial year, members of the Association and its affiliates will join with lay citizens throughout the country to consider the role of public education in a changing world.

EXCHANGE TEACHING OPPORTUNITIES

U. S. Department of Health, Education and Welfare is now receiving applications for exchange positions during the 1956-57 school year. Interchange opportunities are open in Australia, Austria, Belgium, Germany, Netherlands, New Zealand and Norway, with one-way opportunities in Austria, Burma, Denmark, Finland, Germany, Greece, Iraq, Italy, Japan, Netherlands, Thailand, United Kingdom Colonial Areas. Applications will be received until October 15, 1955.

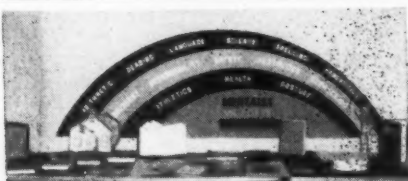
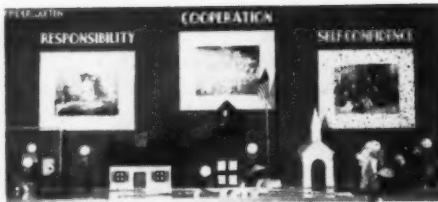
EXCHANGE TEACHERS

Early in August, 100 American teachers sailed for the United Kingdom to exchange positions during the 1955-56 academic year. Nineteen Californians were among those sailing: John S. Barnes, Berkeley; Mary E. Ditto, Oakland; Mrs. M. Evalyn Dundas, Fresno; Mrs. Margaret K. Farragh, Long Beach; Miss Barbara A. Feinberg, Palo Alto; Mrs. Helen L. Fox, Pasadena; Mrs. Thelma E. Gallagher, Palo Alto; Gladys Grosseohme, Oakland; Charles E. Hewitt, Santa Monica; Esme M. Jesson, Redondo Beach; Mrs. Helen C. Luck, Richmond; Mrs. Madge Martin, Oakland; Mrs. Ora Merritt, San Jose; Charles R. Schmuck, Oakland; Gerda F. Schulze, Riverside; Mrs. Anne H. Smith, Richmond; Marshall W. Smith, Richmond; Neola L. Somerville, San Jose; Bernice A. York, Oakland.

Moral and Spiritual Values

Richard L. Foster

Assistant Superintendent, Santa Ana City Schools



TEACHING of moral and spiritual values in the public schools was the keynote of the second annual instructional display and community dinner presented by teachers and school officials of Santa Ana.

The display, by all grade levels in the city-wide system, was set up in the Student Union Lounge at Santa Ana College where more than two hundred community leaders and teacher hosts heard the evening program. The exhibits were open to the public during Public Schools Week and to men's and women's service clubs which conducted their meetings at the college during the week.

The first such affair in 1954 emphasized the teaching of the 3 R's, with stress on fundamental subjects. This year's presentation was inspired by the California Teachers' Association Conference on Moral and Spiritual Values held at the University of Southern California in January. In Santa Ana, committees of teachers on each grade level prepared the exhibits under the direction of Richard L. Foster, Assistant Superintendent in Charge of Instruction; Mrs. Jeanne Cailliez, Consultant in Elementary Education; and Mrs. Pauline Gratner, Consultant in Art Education. Fifty teachers spent several weeks in planning and executing the material.

Eleven Displays

In all, eleven displays were set up with these subject titles at the various grade levels: kindergarten, "Responsibility, Cooperation, Self-Confidence"; first, "Experiencing Beauty"; second,

"Steps to Courtesy"; third, "Learning to Speak Courteously"; fourth, "Our Mexican Neighbors, Good Will to Others"; fifth, "The Individual and Success"; sixth, "Our Shrinking World Needs World Understanding"; junior high, "Good Instruction Builds Respect, Responsibility, and Reverence"; senior high, "Working Creatively and Getting Along with Others"; Santa Ana College, "The Search for Truth"; Adult Education, "Adult Responsibilities."

Civil officials, club presidents, school heads, and other citizens in the community were invited by the Santa Ana Teachers' Association to this kickoff affair for Public Schools Week. Preceding the dinner, guests were given forty-five minutes to inspect the displays. During the evening, Superintendent Lynn H. Crawford outlined the growth problems faced by the schools in mushrooming Southern California and the careful planning which had kept Santa Ana Schools in pace with classroom needs. After the showing of a color motion picture, "Dust or Destiny," prepared by the Moody Institute of Science, which dramatized the wonders of natural life and the evidence everywhere of a spiritual guidance, Mr. Foster closed the program with comment on the role of teachers in bringing moral and spiritual values to their students.

This city-wide display served the purpose of acquainting Santa Ana citizens with the overall instructional program in their schools. In addition, guests were encouraged to participate actively in Public Schools Week by visiting their local schools.



The

KERSEY LEGEND

*neither dies
nor fades away*

Johns H. Harrington

WHEN George Bernard Shaw observed that it was a pity to waste the advantages of youth on children, he must not have known Dr. Vierling Kersey, Sr., educator extraordinary, who during the past 46 years has stumped the state of California and the nation on behalf of the youngsters and teachers in the public schools of the U.S. During nearly half a century of service, Dr. Kersey has retained the vigor, enthusiasm, and optimism that supposedly is reserved for the young people to whom his life has been dedicated.

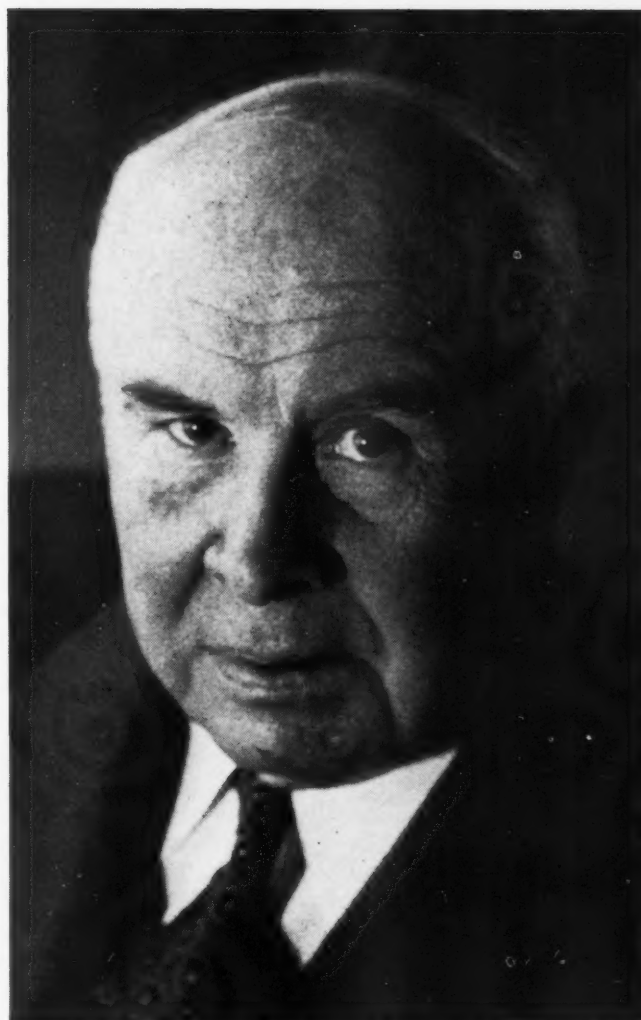
In the early 1900's, while a pupil at Los Angeles High School, he sought the advice of Miss Belle Cooper, his English teacher, regarding his ambition to enter teaching.

"What are your aims if you do become a teacher?" Miss Cooper inquired during the conversation.

"I'd like to do the finest things the profession can call me to do—possibly be a principal or superintendent," retorted young Vierling explosively. And, of course, that's exactly what he did, having served three terms as state superintendent of public instruction, from 1929 to 1937, and eleven years as superintendent of the Los Angeles City Schools, from 1937 to 1948.

He Did Not Quit

To anybody else, relinquishing the reins of the Los Angeles City Schools—one of the largest educational administrations in the world—to Dr. Alexander J. Stoddard would have meant a step down. But not to Vierling Kersey. He was assigned as principal of Belmont High School "to wait out the few years to retirement," as somebody put it. Instead, Kersey tackled the new task on the dead run and with all the earnestness so typical of his approach to every responsibility. Any job in education was one of the most important jobs on the face of the earth. Although the principalship lasted only a year, teachers at Belmont are still



DR. VIERLING KERSEY "retires" at 65 in order to go into business and to expand his civic and public welfare activities. Evans photo.

talking about what he accomplished. And the pupils cheered every time his name was mentioned in an assembly for years afterward.

Guides Great Growth

It was from Kersey's last official post in the public school system—that of director of Valley Junior College in Van Nuys—that he supposedly retired last June 30. Between 1949 and 1955, under Kersey's leadership, the college expanded from an enrollment of 440 to 4400. The institution began on the campus of Van Nuys High School, moved to its own 150-acre site in 1951, and now is embarking on a permanent building program.

As usual, Kersey, still damming the torpedos, is charging full speed ahead, this time into business enterprises and more civic and community activities. Once chairman of the building campaign for the Shriners Hospital for Crippled Children in Los Angeles, Kersey is now chairman of the board of directors. He is also affiliated as a civic leader with other hospitals, with the San Fernando Valley Council of the Boy Scouts, and with virtually dozens of worthy civic and professional organizations.

"To reconcile the personality of Vierling Kersey with the

idea of retirement is difficult," comments Claude L. Reeves, present superintendent of the Los Angeles City Schools. "Passing years may terminate his work with our city schools, but his ever-abundant energy, his enthusiasms, and his constant interest in people will continue to be a strong force."

"To those of us who have worked with him, he will be remembered for his capacity for hard work, for his inspiration to others, and for his intense vitality in every undertaking."

Passes Many Milestones

While retirement in its usual sense is not in the Kersey dictionary, at least it offers him an opportunity to take a long-range view of education from the pinnacle of roughly half a century in what he describes as "the most important public service." These are some of the milestones which Dr. Kersey declares have been achieved during the last fifty years:

1—Education has become geographically available to a much greater number of people. (His parents had to sell their ranch in Arizona and return to Los Angeles in order that Vierling and his brother, Cleon, who became a teacher at McKinley Junior High in Los Angeles, might attend school.)

2.—Education has taken on a new psychology and philosophy founded on the idea that it may serve all who desire to learn.

3—A tremendous growth has been seen in adult and vocational education, which has entered all fields of practical training where it is possible to "substitute learning for the extravagance of experience."

4—A growing faith of the people in education has shown that they not only believe in it but also want to provide and support good education for their children.

5—A great improvement has been achieved in teacher candidate selection and in teacher training as well as in the caliber of instruction. "As is the teacher, so will education be," Dr. Kersey points out.

He Looks Forward

From the same pinnacle of achievement in the profession that permits him to look backward, Dr. Kersey also takes a forward view:

1—Education's most important task is to continue broadening educational opportunity through enabling more young people to attend and stay in

school, by bettering school plants, by reducing the size of classes and eliminating half-day sessions, and by furnishing ample materials for instruction.

2—Another major task of education is to improve methods for selection of teacher candidates and to provide more adequate training of teachers. This is to be done primarily by strong professional organizations and by adequate and attractive compensation.

3—Education, its supervision and administration, must also better all programs for induction of teachers into the profession.

4—Schools and teachers, in addition, must contribute a great deal more toward adequate youth programs so that young people will be able to develop more fully as citizens and wage earners.

As Kersey, instead of retiring, simply places a period at the end of another lively chapter in his robust and useful life, a close-up of a few of his positions of leadership in and out of the profession furnishes another yardstick of the inspiration that he has given to educators, pupils, and citizens. He was twice president of the National Association of Chief State School Officers, was president of the southern section of the California Teachers Association and member of the state board of directors, vice-president of the National Education Association, first president of the Southern California Commercial Teachers Association, and a charter member of the Alpha Epsilon chapter of Phi Delta Kappa at the University of Southern California. In school Kersey was

active in all sports—especially football and baseball. He played handball at the Los Angeles Athletic Club with the same partner, the late John C. Burke, for 40 years.

Many Civic Interests

A few examples of Dr. Kersey's civic leadership, in addition to his extensive contributions on behalf of hospitals, include co-organizing the Shrine North-South football game, proceeds of which go to charity; and serving as Potentate of the Los Angeles Al Malaikah Temple of the Shriners. He has been a member of the Los Angeles Downtown Optimist Club for 36 years, was its president in 1937, and has been chairman of its scholarship committee and served in all of its other offices. He is past master of William D. Stephens Masonic Lodge and a thirty-second degree KCCH Scottish Rite Mason, a Knight Templar and a Shriner. Kersey was a Lieut. Commander in the U. S. Naval Reserve for six years. He is active in the National Sojourners, an organization of officers in the Armed forces who are Masons. Dr. Kersey has been long affiliated with the Royal Order of Jesters, court number 84.

A kaleidoscope of Vierling Kersey's career shows that he was educated in the Los Angeles City Schools which he has served so well, graduating from Polytechnic High School after transferring from L.A. High. As a boy, Vierling worked on a cattle ranch, in a drug store, in a newspaper mail room, as a house painter and stenographer.



GOVERNOR VISITS—Governor Goodwin J. Knight visited the campus of Valley College at the annual Homecoming last fall. Left to right: James Bodack, studentbody president, fall 1954; Gov. Knight; Charlene Lance, Homecoming Queen; and Dr. Kersey.

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Observe, also, how the 45° left-and-right seat swivel enables you to change positions without strain caused by body twist—and permits you to get in or out from either side. Note that the desk-top can be used at 10° writing slope, or level, and opens wide for access to the roomy, sanitary book-box.

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Chalkboards and Supplies
Bulletin Boards
Flags
Athletic Goods
Maps and Globes
Pastes and Inks
Office and Library Supplies
School Papers
Duplicating Equipment
Art Materials
Primary Materials

During a lifetime he has loved sports and the out-of-doors. His father, Richard W. Kersey, was an engineer on the Union Pacific Railroad for 30 years and died at the age of 87. His mother, whose maiden name was Abbie L. Brewer, at one time taught classical languages at Hastings College, Nebraska. She spoke five languages and was a pioneer in the Los Angeles Parent-Teacher Association movement and president of one of the first "Mothers' Circles" in the city. Dr. Kersey's son, Vierling Jr., is now a dean at Los Angeles' Pierce Junior College.

Educated in Los Angeles

After obtaining his diploma from the Los Angeles Normal School in 1910, Dr. Kersey became a teacher and in a short period vice-principal of the Custer Avenue Intermediate School in Los Angeles, one of the first junior high type of schools in the U.S. He received his A.B. from the University of Southern California in 1916 and his M.A. in 1921, and through the years has been conferred with five doctor's degrees. He is a member of Phi Beta Kappa, Kappa Delta Phi, Sigma Phi Epsilon and of many other groups.

Some of Dr. Kersey's teachers to whom he gives great praise were Ernest Carroll Moore, John H. Francis, Lewis M. Terman, Mrs. Susan M. Dorsey, Ellwood P. Cubberley, Frank C. Toulton, and Rockwell D. Hunt—all famous names in the epic of American education.

It was in 1918 that Dr. Kersey became principal of the pioneer Polytechnic Evening High School, which became the largest free public adult school in the U.S. Three years later Superintendent of Schools Susan M. Dorsey offered him the newly-created post of director of continuation and vocational education for the Los Angeles City Schools. Mrs. Dorsey, who had once been the energetic young administrator's Latin teacher at L.A. High, commented when her former pupil in 1924 was promoted to the post of assistant superintendent that he "was tireless in his efforts and conspicuously successful in arousing his instructional group to an understanding of the tremendous possibilities in the teaching mission."

Becomes State Leader

Next, Dr. Kersey became state superintendent of public instruction; and, during his regime, was instrumental in bringing about expansion of junior colleges, in transforming teacher training

schools into bona fide state colleges with courses enriched and lengthened to four years, in equalizing educational opportunity throughout the state, and in improving standards for school buildings.

"As state superintendent I never failed to stop at an elementary school to talk to the teachers and sign the register," Dr. Kersey recalls. With typical evangelistic fire, he conducted institute sessions several times in every county throughout the state while superintendent of public instruction. His objective was "unifying people in the profession and strengthening their morale, loyalties and purposes."

Seventeen years later, while accepting a life membership in the Association of Junior College Administrators on Dr. Kersey's behalf, Walter Coultas, new director of Valley Junior College, stated that his famous predecessor's philosophy requires that "A person must always be doing something for other people with no expectation of return in order to get the most out of life."

Has Hosts of Friends

Jesse P. Bogue, executive secretary of the American Association of Junior Colleges, writes in the June 1, 1955, *Junior College Newsletter* that "No man in California has as many real personal friends as does Vierling Kersey. His dynamic personality and genuine belief in his fellow man have inspired thousands of people throughout the country."

It is no wonder that this man has had such a key role in the growth of public education. As he battled as a youth on the football field, so has Vierling Kersey always fought for that which he believed. His abounding energy is equalled only by his faith in youth and his love of people. As a public speaker for clubs, institutes and all bodies, Kersey is called over the entire Southland and throughout the country.

"Let us not forget that the chief objective of education is to meet life situations adequately," he states, "and that the public school is the fundamental institution of democracy. Without it self-government would be impossible."

Mr. Harrington, author of this sketch, has been a frequent contributor to CTA Journal. He is dean of men at Los Angeles City College. He also handles publicity for USC's Founder's Day (set for October 5) when the university will celebrate its 75th anniversary.

Standard School Broadcast Schedule



Music—Voice of the Universe

SOUND	
Vibration and Tone	Oct. 13
MUSIC'S MANY VOICES	
The Human Voice	Oct. 20
Percussion Instruments	Oct. 27
Woodwinds	Nov. 3
Brasses	Nov. 10
Strings	Nov. 17
ELEMENTS OF MUSIC	
Rhythm	Dec. 1
Melody	Dec. 8
Harmony	Dec. 15
MUSICAL CREATIONS	
Vocal Music	Jan. 5
Dance Music	Jan. 12
Orchestral Music	Jan. 19
UNIVERSAL LANGUAGE	
Concert Program	Jan. 26
MUSIC OF THE UNIVERSE	
The Planets	Feb. 2
MELODIES OF EARTH	
Sun, Moon and Stars	Feb. 9
Oceans, Lakes and Rivers	Feb. 16
Mountains, Plains, Valleys	Feb. 23
RHYTHM OF TIME AND TIDE	
Day and Night	Mar. 1
Months and Years	Mar. 8

Other lessons, dates, and the list of stations broadcasting the Program are given in the Teacher's Manual.

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Local chapter presidents will receive detailed instructions this month regarding the steps to be followed in making the plan available to CTA members through local chartered units.

Be sure your local chapter promptly takes the simple steps necessary to make the new CTA Income Protection available to you. Installation of the plan will be in the order requests are received from CTA local chapters.

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CTA SECTION LEADERSHIP TRAINING CONFERENCES

Bay Section	October 21-23	Asilomar
Central Coast Section	October 7-9	Asilomar
Central Section	November 4-6	Asilomar
North Coast Section	October 14-16	Benbow Inn
Northern Section	September 16-18	Brockway, Lake Tahoe
Southern Section	Sept. 30-Oct. 2	Camp Seely

Calendar for September-October

SEPTEMBER

- 12—CTA Joint Personnel Committee meeting; San Francisco.
- 16-18—CTA Northern Section; leaders conference; Brockway, Lake Tahoe.
- 23-24—CESAA; executive board meeting; San Francisco.
- 24—CTA Central Section; advisory board meeting; Fresno.
- 30—CTA Northern Section; board meeting; Sacramento.
- 30—October 1—GOVERNOR'S CONFERENCE ON EDUCATION.
- 30—October 2—CTA Southern Section; leadership training conference; Camp Seeley.

OCTOBER:

- 1—CTA Bay Section; council meeting; Berkeley.
- 1—Classroom Teachers Department, Central Section; meeting; Fresno.
- 7—California Educational Policies Commission; meeting; San Francisco.
- 7-9—CSTA Southern Section; leadership training conference; Riverside Mission Inn.
- 7-9—CTA Central Coast Section; leadership training conference; Asilomar.
- 8—CTA Southern Section; council meeting; Los Angeles.
- 8—CTD Northern Section; better teaching conference; Chico State College.

8—CTA Central Section; council meeting; Fresno.

8—California Association for Childhood Education; executive board meeting; Fresno.

8-9—Delta Kappa Gamma Society; executive board meeting; Mira Mar Hotel, Santa Monica.

9-12—NEA Department of Rural Education; 10th national conference of county and rural area superintendents; San Diego.

10-11—CRTA; special meeting; Fresno.

14—CSF; executive board meeting; Los Angeles.

14-15—California Industrial Education Association; executive council meeting; Fresno.

14-16—CTA North Coast Section; leadership training conference; Benbow Inn.

14-16—CSTA Northern Section; leaders conference; Sonoma Mission Inn.

15—CSF; scholarship state meeting; Los Angeles.

15-16—CAHPER; southern district conference; Compton.

19-21—California Association of School Administrators; annual conference; San Diego.

21-23—CTA Bay Section; leadership training conference; Asilomar.

21-23—CESAA, Southern Section; leadership training conference; Big Bear.



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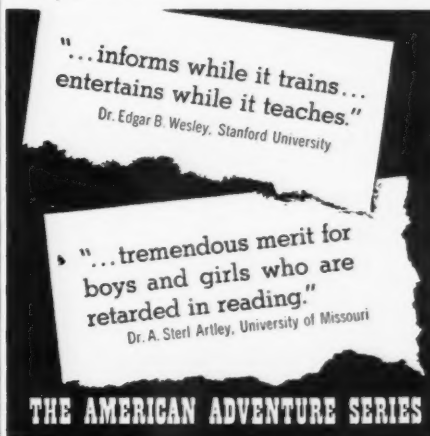
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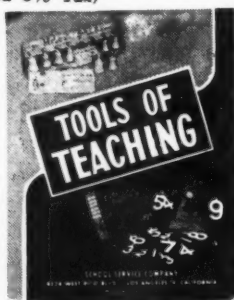
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Extravaganza Time

— at Chaffey

William R. Simonsen

EACH spring—in the middle of May one of California's most ambitious and unique high school shows comes to life on the stage of the Gardiner W. Spring Auditorium, on the Chaffey Union High School campus, in Ontario. It is the annual Extravaganza, an all-student musical and variety show, which combines the efforts of over 400 students, nine departments, and ten faculty members.

It is more than that. It is big business with the Chaffey student body, grossing about \$3700 for the student body treasury. This makes it the biggest source of student income outside of the sale of student body cards themselves. In its two-night stand it plays before 4800 people in Chaffey's 2400-seat auditorium, and has grown to a community tradition since its inception in 1925.

Aside from its stature as a show, aside from its blending of the activities of so many of the school's departments, students, and teachers, the Extravaganza has become a crossroads, a kind of meeting ground between the community and its school.

The planning stage for the show starts in October—about a month after the opening of school. The committee, composed of a general chairman and teachers from dramatics, choral music, instrumental music, art, homemaking, modern dance, journalism, and the stage manager, meet at the home of one of the committee members to lay the first plans. Shows from previous years are gone over and budget allocations made for items like costumes, scenery, music, advertising, tickets, programs and properties.

At what age should a girl be told about menstruation ?



How this important question is being answered in many school systems today

"Better a year early than a day late" is the answer more and more parents, teachers and school nurses are giving to the question of when menstrual education should begin. Explaining menstruation as a normal part of life—before it begins—helps to eliminate the shock of the unknown.

In hundreds of schools today the Kotex* program of menstrual education is being used with gratifying results at the fifth and sixth grade levels. These schools, of course, give extra consideration to enlisting the cooperation of mothers before the program begins.

Methods used to enlist parent cooperation

Some schools send letters to the mothers explaining the need for the instruction in this younger group. In some schools mother-and-daughter meetings are held in which the film is shown. In still other schools a P.T.A. representative is asked to participate in the planning of the program.

Why this program of menstrual education is particularly suitable for younger girls

In the film "The Story of Menstruation" the Walt Disney touch lends beauty, dignity and charm to the scientific facts—appeals to any age group, but is particularly effective with younger girls.

"You're A Young Lady Now" is a 16-page booklet written especially for girls 9 to 12 in terms this younger group can easily understand. It has helped millions of young girls acquire a healthy, normal attitude toward growing up.

**This complete program
is available to you
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This 10-minute, 16 mm., sound and color film available free (except for return postage) on short term loan.

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Hundreds of teachers cooperated in organizing this helpful teaching guide. The large color chart on menstrual physiology is designed for classroom lectures.

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Next, a student committee is organized around representatives elected from each of the classes involved. This student committee numbers about 30, and sits thereafter with the faculty with equal voice. From them primarily come suggestions for themes, music, and sets. Suggestions for themes are brought from the classes and are narrowed by class vote and committee selection until one is chosen.

Next, talent tryouts are held over a week's period, with each day devoted to different classes of acts—vocals, dancing, skits, instrumentals, and novelty. All tryouts are held after school in the auditorium, and the performers arrange for their own music, accompanists, and props. From 80 or 90 tryouts, about 20 can be chosen. The committee keeps a correct balance among the different types of acts; then these are combined in sequence with the "core" acts from chorus, dance, and drill teams.

The next job is to tie all these numbers and the theme together in three major acts with a script combining originality, humor, and a counterbalance of character and dialogue to the music and dancing.

The homemaking classes create the costumes, following the suggestions of the head of the art department. The choruses perfect mass vocal numbers along with stage movement (often in a single number, there are as many as 120 people on stage!) Modern dance classes work out group dancing that ranges from the exotic to the fast and rhythmic. The 60-piece orchestra creates its own arrangements on many of the numbers, the members copying music and adapting to the particular needs of the show. Here the director, Jack Feeney, has a real advantage. His orchestra is composed of musicians from both the high school and junior college on the adjoining campus; hence, many of his players are with him up to a maximum of six years.

An able designer of sets is Carl Hossler, whose Art Production class creates and builds the sets for Chaffey's Junior and Senior Plays, as well as the Extravaganza. They are of the type that draws applause when the curtain goes up. The student stage crew, under the direction of Joe Shanklin, professional stage manager, constructs the physical sets, blends the lighting to get the best effects with the sets and costumes, runs the two carbon arc spotlights from the booth, manages the sound system with its minimum of five microphones, and

is charged with rapid and silent changes of set between each of the acts. The dramatics department is responsible for perfecting the script to blend the action of the entire show, cast and drill the characters, and lay out the general staging and pace.

Each of these divisions works individually up until the week before the show, and the individual performers have been rehearsing to piano or records so that the final week can be spent in integrating the various elements into one show. This is done in all-day rehearsals, lasting from eight in the morning until school ends in the afternoon, with only the usual lunchtime break. General chairman of the committee is Ruth Thompson, of the choral music department, and on her falls the tremendous responsibility for administration and organization of the show, not the least part of which is manipulating the activity lists so that students are out of classes only when their particular act is on stage! Imagine five days of that, involving upwards of 300 names! Performers are admitted and identified by different colored tags for each of the days. To aid in this vast administrative mill, Mrs. Thompson picks a capable senior student as her assistant and secretary.

The task of stage makeup for such a cast is tremendous. To supervise it, the committee hires a professional makeup artist residing in Pomona—Rudo Fromme—who comes to several of the rehearsals to take notes beforehand. Assisting him are several members of the faculty who have experience in makeup and a committee of junior and senior dramatics students.

All too soon the opening night comes. the stage is cleaned, fresh gelatins are put into the border lights, the set for ACT I is in place, and the props are all laid out.

Students with student body cards are admitted at reduced rates; the rest of the tickets are taken by people from the Chaffey communities.

Getting into costumes and making up for a cast that large takes every available minute. There is the ballet dancer limbering up her legs in one corner of the stage. A soloist is sucking on a lemon. A character from the script paces nervously up and down, going over his lines, voice almost inaudible. The usual queue is found before the little holes in the asbestos curtain.

The houselights go down, the over-

FROM STEER TO STEAK

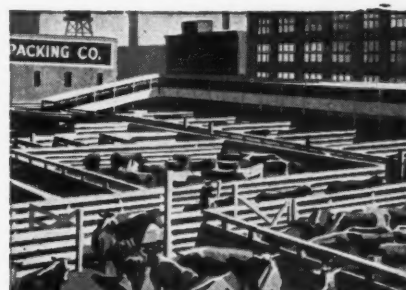


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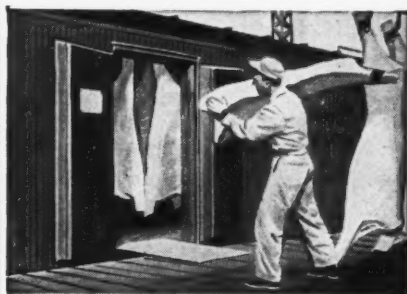
Your favorite backyard cook gets a lot of help from American industry in the preparation of a juicy broiled steak! All over the country, hundreds of specialists . . . their labors linked by railroad transportation . . . team up to bring that steak to your table!



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ture is on, and the curtain goes up. The Extravaganza has begun. Planning that began seven months previously, culminating in weeks of preparation and rehearsal is now presented to the public in a show that lasts exactly 2 hours and 20 minutes, and suddenly is all over. Is so much worth it? Let's answer it this way.

Here is an activity providing an outlet for the creative energies of a sizeable element of the student body from costume design in the homemaking classes to performance from dramatic, music, and dance classes; from set design in the art classes to publicity coverage from the journalism classes. It is a joint effort within the school to present a finished product for its community. It is a chance for public recognition on the part of many who would receive no recognition anywhere else. It is the first taste of success for many others who have never had such a taste before.

Where the various sports in school provide the outlets for athletic energies and the satisfaction such activities give to athletes, a show like the Extravaganza provides an opportunity for singers, dancers, performers, and craftsmen to appear before an appreciative audience. It is tangible presentation for the public of what its high school is doing. It is a direct result of concerted classroom and after-school work. It is also something that projects itself indefinitely into the future.

With the Chaffey communities, the Extravaganza has become an annual tradition. It is a highpoint in the student life at Chaffey Union High School—a great creative activity blending personality and endeavor into successful student show business.

HEALTH INSURANCE



"Anything I can do for you?"

AUDIO-VISUAL AIDS

A department on teaching films conducted by H. Barrett Patton

TIME FOR CHECKING

Now is the time to recheck our A. V. program for this school year, as a unit is a "sad affair" without adequate A. V. helps.

Let's check our program for the following:

1. Order flat pictures, movies, slides, filmstrips, and models.
2. Check confirmations on material ordered and revise plans.
3. Line up speakers for units and programs.
4. Make arrangements for equipment.
5. Make reservations for field trips.
6. Check with the different business concerns for free instructional materials.
7. Start your picture file.
8. Take picture units with your own camera.
9. Preview new movies, filmstrips, and slides for your units.
10. Check the "Yours for the Asking" Section in CTA Journal.
11. Study radio, television, and motion picture guides.

During the year keep track of Audio-Visual material you have used and re-order in June for the coming school term beginning in September.

—PHILIP BUSH
Lincoln School, Cupertino

SAVE ROOM SPACE WITH A-V EQUIPMENT

Some of our teachers are talking about difficulties in scheduling use of audio-visual rooms, particularly in the high and junior high schools. Of course we all know how much more effective audio-visual aids are when they can be fitted right into the lesson in the teacher's own classroom. These two problems—extra space and greater convenience in the use of A-V aids started me thinking.

As I remember the contracts, our last seven-room addition came to just under \$140,000 or approximately \$20,000 a classroom. I wonder how far the cost of an extra audio-visual room would go toward equipping all the rooms in the new twenty-room school so that teachers could use A-V aids whenever they feel their teaching would benefit by such use. It occurs to me that each teacher would have a chance to use the audio-visual room only one day a month. This really doesn't seem very much time, considering the vital contribution that can be made to almost any lesson by the adroit use of one or more of the A-V aids.

At any rate here is the way the estimate came out:

1. Room darkening (plastic drapes....\$125
2. Opaque projector 250

Films listed in this department are pre-tested and are available from California distributors. For further information, write Mr. Patton, Audio-Visual Director, Santa Clara County Schools, 2320 Moorpark Ave., San Jose 28. When ordering film, please mention CTA Journal.

3. Tape Recorder	144
4. Record Player	50
5. Film strip and slide projector.....	105
6. Screen	40
7. Projection table	35
8. 1/3 of a motion picture projector....	150

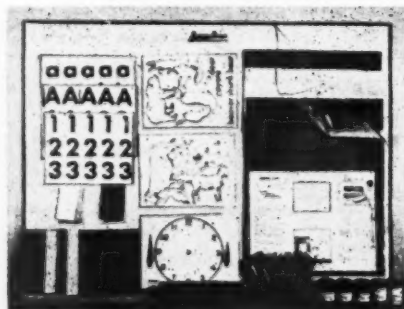
Total\$899

Of course some teachers would be interested in changing some of the equipment for other things such as a Vu-graph or a Tachistoscope but even so it would save the school board about \$2,000 to equip all classrooms in this lavish manner and release the audio-visual room for regular scheduled use. Furthermore, this A-V room would be available this fall rather than 2 or 3 years from now.

Teachers would do a better job if they had extra equipment readily available, and learning would be more effective.

Therefore, since the suggested change makes for better learning, and is actually

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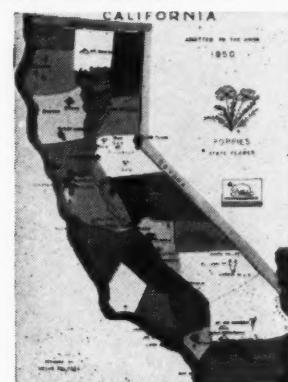
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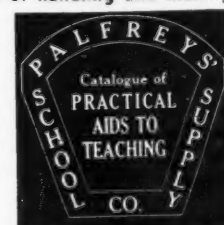


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MICROSCOPIC WONDERS IN WATER.
Film: 10 min., Color, Science, Jr. High, Sr. High; Price: \$100, Pat Dowling Pictures, 1056 S. Robertson, Los Angeles 35.

Many of nature's most interesting creatures are unseen. The fascinating world of microscopic water life is the subject. Magnified up to five hundred times, the characteristics of different protozoans are shown, such as the amoeba; also seen are rotifers, hydras and unusual scenes of snail eggs in progressive fission. The way to prepare cultures in ordinary water is explained.

FOOD FOR FREDDY. Film: 20 min., Health, Diet, Intermediate; Price: Black & White: \$60; Color: \$127.50, Sterling Television Co., Inc., 205 E. 43rd St., New York 17, N. Y.

Freddy has pep to play and does well in school. The teacher notices Jimmy's lunch of jam sandwiches, cake, and soda pop. She decides to show the effects of the two kinds of food on white rats. The results are spectacular. Freddy's mother shows in her meals and in shopping just how to use "Canada's Health Rules" in the daily diet.

HABIT PATTERNS. Film: 15 min., Black and White, Psychology, Guidance, Jr. High, Sr. High, Price: \$85, McGraw Hill (Photo & Sound), 116 Natoma St., San Francisco.

Barbara comes home from a high school party, where she has been a miserable failure, to take stock of her bad habits. As we compare her with Helen, who is systematic in her habits, we see how Barbara can improve herself.

MAGIC WALLS OF CARCASSONE.
Film: 15 min., Color, Social Studies, Castles, Jr. High, Sr. High, College, Adult, Price: \$135., Simmel-Meservey, 9113 W. Pico Blvd., Los Angeles.

Over the walls of Carcassone, one can imagine the knights in bloody conflict where today the people live in peace and quiet. The various walls and towers are characteristic of the periods in which they were built.

LIGHT (SPHERICAL MIRRORS). Film: 11 min., black and white, Physics, Sr.

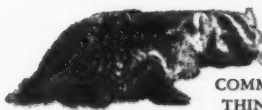
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WEAVERS OF THE WEST. Film: 12 min., Social Science, Art, Intermediate, Jr. High, Sr. High, College, Price: Black & White: \$55, Color: \$110. Avalon Daggett Productions, 441 No. Orange Dr., Los Angeles.

The making of a Navajo blanket in Northern Arizona or New Mexico is shown. Through the shearing of the sheep, the preparing of the wool, the weaving of the blanket, and its final sale at the trading post, one gains insight into the life of the Navajos.

THE GRASSHOPPER. Film: 5 min., Science, Intermediate, Jr. High; Price: Black and White: \$27.50; Color: \$50, Coronet, Craig Movie Supply Co., 149 New Montgomery St., San Francisco.

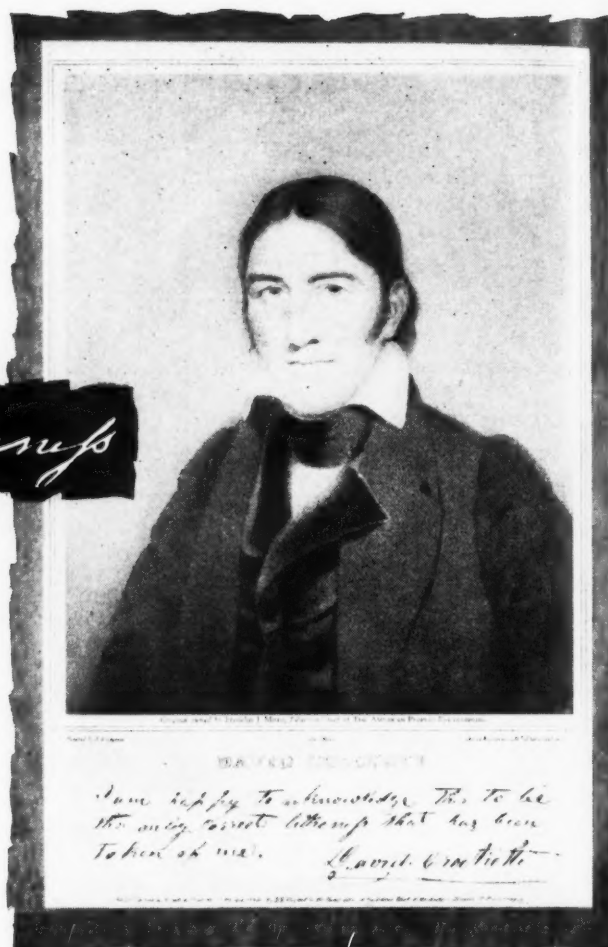


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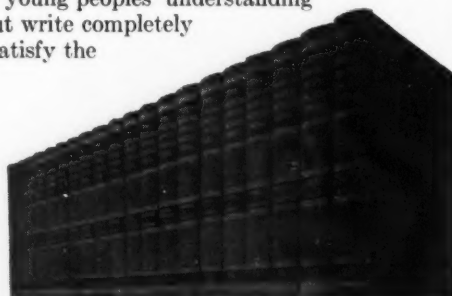


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One of the most common and widely-known insects in the world is the grasshopper. Its body structure is shown as exemplifying the basic characteristics that identify insects, and its life cycle is studied as typical of those insects which go through a process of incomplete metamorphosis.

EDUCATION OF SMOKY. Film: 10 min., Black & White, Reading, Social Studies, Primary, Intermediate, Jr. High; Lease: 3 yrs. \$30, Teaching Film Custodians, 25 W. 43rd St., New York 36, N. Y.

Training a wild horse, Smoky, to be a cow horse gives a vivid portrayal of a part of Will James' book "Smoky." Included are capturing the wild horse, getting to ride him, and training him for work on the range.

RIVERS OF ICE. Film: 10 min., color, Glaciers, Jr. High, Sr. High, College, Adult; Price: \$100, Bailey Films, 6500 DeLongpre Ave., Hollywood.

The story of Knik Glacier in Alaska typifies glacial action. The summer break-off of terminal morain is breath-taking.

HOOVER REMEMBERS . . .

(Continued from page 17)

teachers to whom he owed a great debt:

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have attained my position in life. To these institutions of free men and to able devoted teachers I owe a debt beyond any possibility of repayment. But I can prove my faith in the public schools because my two sons also trod that path in making their own successes in life.

"Our Nation builds a secure future for you who are a part of the 35 million children in our public schools. Many of you will rise to great leaders, great artists, and great baseball players. And more important, it is you who will carry on the America that we love."

She Gave Him Direction

The people of Iowa plan to make a public shrine of the tiny white frame house at West Branch where Herbert Hoover was born. The great Hoover War Memorial Library on the Stanford campus, a tower of strength and beauty, will house for many generations the papers associated with the Hoover era. But no shrine or memorial monument will ever loom quite as significantly in the American mind as Herbert Hoover's deeds. A quiet little self-effacing woman who taught school in Iowa may have helped to shape that course. And the rich soil of California gave a young life the nourishment for growth and greatness.—JWM.

Safety Contest Offers Teacher Awards

The Teamsters-Green Cross Safety Crusade, beginning this month, offers every teacher in Northern California an opportunity to win one of two long trips and a number of merchandise awards or shorter vacation trips.

All the teacher does to enter is:

1. Write a 2500 word (or less) essay on ANY PHASE OF ACCIDENT PREVENTION.

2. Send your entry before midnight, October 31, to TEAMSTERS-GREEN CROSS SAFETY CRUSADE, 478 Valencia Street, San Francisco 3.

You may submit as many entries as you like. Only one will be eligible to win, however. All entries should be typed, double space, on one side of white paper.

Entries will be fairly judged by an impartial panel of judges selected from among leading educators and newspaper editors. Their decision will be final in all cases. All entries become the property of the Teamsters-Green Cross Safety Crusade.

FIRST PRIZE will be a six-months long trip for two people to "anywhere in the world that the Bear Flag flies," contributed by the Pacific Far East Line.

SECOND PRIZE will be a trip for two people through the Panama Canal to New York and return on the Pacific-Argentine-Brazil Lines.

THIRD PRIZE will be an all-expense tour for two people to Los Angeles, Hollywood, and Palm Springs, with two nights in Los Angeles and two in Palm Springs. The tour will be provided by Greyhound Lines.

FOURTH PRIZE will be a two-week stay for two people in a cabin unit at the beautiful James Lake Shore Resort, Lake Tahoe.

FIFTH and SIXTH AWARDS will be one week stays for two people at the famous Westward Ho in Phoenix, Arizona.

Other prizes will be coffee makers, pen and pencil sets, toasters, and small radios.

"The over-all idea behind this crusade is to create more safety on the highways and streets in an effort to reduce the death toll considerably. We feel that the cooperative effort of the Teamsters and the Safety Councils will help. And we certainly hope to get plenty of ideas from the teachers," Chairman Joseph J. Diviny stated.

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ON YOUTH'S BEHALF



Photo by Ed Ritter

Through Banning Central Teacher Warren Maple's school, Scout, church, and city recreation work runs a current of understanding and concern for young people. This time, he and some seventh graders are arranging to house a friendly king snake in the classroom.

The Community Is His Classroom

Ed Ritter

IT was almost midnight, but the light was still on in Banning School Supt. Earle Powell's house. The tall graying man on the front porch hesitated—then determination put a firm set to his jaw and he rang the bell.

The interview was a novel one for Supt. Powell. In his years of school administration he'd heard of such things as teacher complaints about too many Boy Scout, Sunday School, and PTA chores. Here, though, was a case where—in these community tasks were luring a man away from business management and into school teaching so he could spend more of his time helping youth.

The interview was an important one for Warren Maple, too. The decision to quit his job and take education

courses at the University of Redlands meant a sharp financial cutback in his family's standard of living. The subsequent employment as a seventh grade teacher in Banning's Central School paid only slightly more than half what he had earned formerly.

But Maple's wife, Paula, enthusiastically shared the decision. She'd worked alongside her husband in his community recreation and religious work with youngsters. That's where he'd found joy. Going back to a 1941 model car and eliminating the luxuries seemed a small price to pay.

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do something that would last," he says, "and this is it."

"I didn't recognize it as that at the time," he remarked in recalling some 1954 conversations with Banning High School Teacher Roquell Capps, "but now that I'm a member of the profession, I realize that I was then a target for some 'teacher recruiting'—and I'm grateful."

Before becoming a school teacher at 40 years, Maple had been an assistant manager in a large store and an agent for a trucking firm.

Though his decision to switch to teaching took sudden form in his impulsive ringing of the local school superintendent's door at midnight, it had been evolving during his 28 years' steady association with the Boy Scout movement. It'd had stirrings in his years as a Sunday School teacher at the Community Methodist Church, where he is also a lay leader and delegate to the annual conference.

Maple's other community responsibilities in recent years have included chairmanship of the local American Red Cross branch. Last year the city council appointed him to the Banning Recreation Commission, which elected him as its chairman. The commission is guiding a versatile community-wide recreation and craft program for tots and 25-year-olds and for all ages in between.

Service to Youth

His contributions to the Boy Scout movement include membership on the Riverside County Council's executive board and chairmanship of the San Geronio Pass District's organization and extension commission. With his son John now a Cub Scout, Maple's on the local Cub Scout committee, of course.

"Even if the community service didn't carry its own satisfactions," Maple observes, "it'd pay its way in the help it gives in teaching. Some of these devices that work in stimulating children's interest in the out-of-school activities work just as well in creating interest in classroom work."

The example of Warren Maple's experience is one of a series selected by the CTA Youth Activities and Welfare Committee to illustrate the contributions which teachers may make to youth. In hundreds of cases throughout California teachers like Maple are having fun—and demonstrating that a good community man can also be a good school man.



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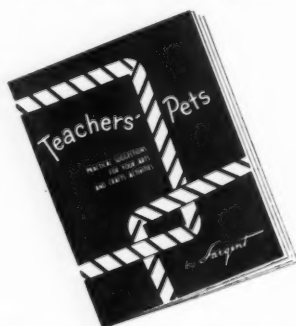
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JOHN DEWEY. By Irwin Edman. Indianapolis: Bobbs-Merrill; 322 pp.; \$3.50.

The late Irwin Edman was first a student, later a colleague of John Dewey, with an established scholarly reputation of his own. This made him well qualified to compile this volume, especially because he had—unlike Dewey himself—a knack for a clear and often witty style of writing.

In his introduction to this sampler of Dewey's writings, Edman deals with many facets of his subject, but his basic concern is with the paradoxes. For example, he shows that Dewey is a natural choice for this series on the "Makers of American Tradition," but also that he "did not, it may be argued, make the tradition, or, for that matter, remake it."

Again, Dewey was a "philosopher's philosopher" who had a sharp impact on technical philosophy, but he also influenced Oliver Wendell Holmes, Walter Reuther, and practicing teachers all over the world. Critics and friends "attest to the extraordinary influence that John Dewey had on our time in America," but this becomes even more remarkable in the light of his writings which were abstract, full of esoteric words, and in a style Edman aptly describes as "lumbering and bumbling." Many of his followers, in fact, did not or could not read him firsthand. This, in turn, may account for some of the sins committed in the name of Dewey, instrumentalism and progressive education.

Nevertheless, there remains that paradox of Dewey's influence, the man who was according to all "visible signs not a good—and indeed by all conventional criteria a poor—teacher." Edman's explanation rests on the impact the teacher had on his students. He reports from personal experience that his was a mind "patiently thinking, exploring, suggesting, developing, and testing ideas... Dewey (had) the mark of the true teacher, one who did not lay down dogmas but co-operatively helped to elicit from his students fresh hypotheses and also helped them both to develop and discipline these."

Edman concludes his appreciation with the suggestion that Dewey should be studied and emulated. He also predicts that his impact will continue. Then, to facilitate this outcome, the bulk of the book is devoted to generous excerpts from Dewey's writings—on education, philosophy, intelligence, freedom, democracy and "The Religion of Shared Experience."

The selections bear out Edman's claim that here is "the sovereign effect of a mind

genuinely exploring, a spirit inquiring without prejudice and generous without tears." They show Dewey's break with classical philosophy and his continuation of the tradition of western thought.

Where Aristotle said that man differed from the other animals because he is rational, Dewey pointed out that man differs because he has memory—selective memory. For that matter, Dewey was outspoken in his rejection of the classical philosophers, the idealists who insisted on the permanence of ideas, who sought the unchanging good, the beautiful, and the certain, who rejected the work of the artisan as servile and subordinate.

Because this is an anthology there had to be omissions in the book. One of these highlights Edman's statement that Dewey could produce a pungent phrase; in rejecting historic intellectualism, Dewey wrote that "the spectator view of knowledge is a purely compensatory doctrine which men of an intellectual turn have built up to console themselves for the actual and social impotency of the calling of thought to which they are devoted."

Edman, on the other hand, quotes his teacher in a similar vein: "The saint sits in his ivory tower while the burly sinners run the world."

The ivory tower did not apply to John Dewey, philosopher, psychologist, teacher, who died, at the age of 92, a little more than three years ago. At the turn of the century he ran an experimental school in Chicago which promises to be one of the most famous schools of all times. His interests were wide and far-reaching. He visited the Soviet Union and found it wanting. He headed a famous commission of inquiry into the case of Trotsky and found him not guilty. He has been praised as a prophet and condemned as a corrupter. But above all, he was one of the most influential figures ever to cross the American cultural, social and intellectual scene.

—G.A.

THE CALIFORNIA CITIZEN by Don H. Roney; New York, Elsevier Press, Inc.; 416 pp.; \$4.95.

Social science teachers who have long sought a reliable and complete text on the government of the nation's fastest growing state will find the help they need in *The California Citizen*.

Written by a Sacramento resident who has been a state employee for many years, this excellent book provides eleven factual sections, as timely and as readable as today's newspaper. Intended to give the average citizen a good working knowledge of what his government does and why and how it does it, this book will at the same time guide the young citizen through classroom studies of civics and local government.

Several pages of typical California scenes are included, as well as charts and graphs which enliven the text. Governor Knight has written a commendatory foreword.

Included are discussions of the legislature and the state constitution, the executive branch, elections, natural resources, education, social security, regulatory bodies, public safety and public works, employees, and a section on the government of cities, counties, and special districts.

This is the fourth state book published in the Elsevier Citizen Series. The publishers hope to cover all the 48 states.

JWM.

BEHAVIOR AND DEVELOPMENT IN CHILDHOOD. By Alfred L. Baldwin. New York: The Dryden Press; 1955; 619 pp. \$6.25.

The two principal elements of the title of Professor Baldwin's new book on child psychology are no artificial or whimsical eye-catching device. The book is written in two major parts—the first on the psychology of child behavior, the second on the psychology of child development. In the first section, Baldwin treats of the significance of the many ways in which children differ from adults. The remaining section deals with the process of maturing.

Some readers may wish to contend that Baldwin's division is unnecessary or even undesirable. However, Baldwin is able to draw a very fine bead on the psychological aspects of maturation; actually some discussion of maturity as an aspect of behavior occurs in the first section.

The book is rich in anecdotes and examples. Teachers will like the chapters on the needs, social controls, and abilities of children, which seem written with teacher application in mind. Typography and make-up are bold, and provide for easy reading and finding of information. The bibliography and authors' index is briefly annotated and keyed to pages in the text where references were made—a very helpful device.

K. R. B.

THE UNITED NATIONS AND HOW IT WORKS. By David Cushman Coyle. New York: New American Library; 208 pages; 35c; paperbound.

This book was prepared in cooperation with the Department of Information of the United Nations, and contains a foreword by Ahmed S. Bokhari, undersecretary for the Department of Information. It covers the UN work at the grass roots levels in the areas of education, science and culture, money and trade, technical assistance and the like, and summarizes the major disputes of ten years of UN existence. It is an extremely readable book. The complete UN Charter and a list of the principal organs, agencies, and commissions are included.

V. T.

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THE MACMILLAN ENGLISH SERIES (Grades 9-12) by Thomas Clark Pollock and others. Macmillan, New York.

Four more books in the Macmillan English Series have made their appearance: **Our English Language** (450 pp., \$2.72); **Essentials of Modern English** (445 pp., \$2.88); **Language Arts and Skills** (448 pp., \$2.88); and **The Art of Communicating** (449 pp., \$2.88).

These books cover a complete program of language skills, together with notes on interviews, report-writing, using reference books, speaking in public, use and appreciation of books and the library, vocabulary building and speech. Good organization and flexibility should make them easy to use. Chapters are divided into a number of parts or lessons, with exercises, any of which may be selected for use as needed. At the end of each chapter are practice and review sections.

Each book has its own teacher's manual, and the publisher advises that workbooks as well as separate booklets of diagnostic and achievement tests are in preparation.
—V.T.

A FOUNDATION FOR ART EDUCATION. By Maud Barkan. New York: Ronald Press; 235 pp.; \$4.00.

Manuel Barkan has approached the problems confronting the schools today with sincere interest. Although it is understood that "knowing more about the dynamics of human development and human relations" is of paramount importance to art educators, this goal cannot be successfully achieved unless it is also the goal of the home and the community.

In "A Foundation for Art Education" he traces the development of the school as a supplement to the home, and he discusses the changes in emphasis which mark the history of American education. During the early part of the 19th century the school did not need to create a place for living because most of the functions of living were experienced in the home. Today, quite the other way, most of the activities take place outside the home. A large responsibility therefore falls on the schools and Mr. Barkan believes the schools of today must provide the quality of education that living, working, and playing in the home once supplied.

Factors which stimulated the movement in art education were the influences from Europe. And the Armory show of 1913 created such an impact on the professional arts that it could not be ignored by educators. It was also apparent that men like John Dewey, Arthur W. Don, and Franz Cizek were to influence education and the development of creative thinking in the arts.

The development and foundation of art education, the author emphasizes, must be based on the beliefs that the parts of an esthetic form are organically unified, that

creative experience is an organic process, and that growth through creative experience is organic.

On these and other points of philosophies of art education the author does little more than make known to his readers what Lowenfeld, Schaefer-Simmern, and Herbert Read have already discussed in their various writings.

After the author discusses the philosophies and writings of others he allows his own feeling for creativity to come into play so that the book shows evidence of deeper understanding of the problems and ultimate aims of art education. If Mr. Barkan would more often allow himself to make value judgments on what he thinks of importance it would have been easier for the reader to gain knowledge from the first and second parts of his book, the layers of fat which cover the meat of "A Foundation for Art Education."

If the book is taken as a history and chronology for the development of art education, "A Foundation for Art Education" serves as a good and sound reference. It should be of value to the classroom teacher, school administrator, and parents who wish to understand better the development of various philosophies—more of art education and its influence on living.

—Paul Flick
California College of Arts
& Crafts

BASIC GUIDES SUGGESTED FOR COMMITTEES ON MORAL AND SPIRITUAL VALUES

CTA's Moral and Spiritual Values Committee will prepare, from time to time, bibliographies of publications which will help committees of local associations in this activity.

Sarah Carter, Eureka, chairman, has suggested the following titles as basic to a study of moral and spiritual values in the schools:

VALUES IN AMERICAN EDUCATION, a symposium, California Journal of Elementary Education, February 1955.

MORAL AND SPIRITUAL VALUES IN THE PUBLIC SCHOOLS, Educational Policies Commission, NEA, 1951.

MORAL AND SPIRITUAL EDUCATION IN HOME, SCHOOL, AND COMMUNITY, National Congress of Parents and Teachers, 1953.

BASIS FOR CHARACTER EDUCATION STUDY, W. G. Woolworth, California Journal of Elementary Education, February 1954.

PSYCHOANALYSIS AND MORALITY, Norman Kelman, The American Scholar, Spring 1955.

Yours — for the Asking

Advertisers in CTA Journal offer interesting material about equipment, supplies, books and general teaching aids each month.

Watch for their offerings regularly. Supplies do run out, so if you are eager to have any particular item, it should be ordered immediately.

1. **Posture Pictures.** Set of 7—designed for use in the classroom to illustrate the principles of healthful posture in their classes. (American Seating Company.)

2. **Quiz Jr.,** an illustrated pocket-size booklet, with 100 questions and answers about railroads, especially for young people, in new edition. Classroom quantities on subsequent request. (Association of American Railroads.)

3. **Creative Crafts with Crayola.** A 32-page book of ideas on how to make useful gifts, party games, invitations, and many other articles—all of which the busy teacher can use or adapt for her own classes. (Binney & Smith Company.)

4. **New Aids to Help Menstrual Hygiene.** Indicate quantity desired of each number. (Personal Products Corporation.)

1. Growing up and liking it. A booklet for teen-age girls.

2. Sally and Mary and Kate wondered. A booklet for pre-adolescent girls.

3. It's so much easier when you know. A booklet for fully matured girls.

4. Educational portfolio on Menstrual Hygiene. A complete teaching kit.

5. How shall I tell my daughter? A booklet for mothers.

6. A free preview of the new film "Molly Grows Up."

5-6-7. **Complete Program on Menstrual Education.** Two free booklets (indicate number needed for classroom distribution); motion picture; physiology chart and teaching guide. (International Cellucotton Products Co.)

5. **You're A Young Lady Now** is especially written for girls 9 to 12. It explains menstruation as a normal part of life; tells a girl how to take care of herself when that day does arrive.

6. **Very Personally Yours** is for girls 12 years old or older. Its simple straightforward presentation of accurate, scientific facts on menstruation has won wide acclaim.

7. Details on obtaining "The Story of Menstruation"—a full-color 16mm sound motion picture by Walt Disney Productions. Chart and guide.

NEW HOMEOWNER'S INSURANCE POLICY ENDORSED BY CTA BOARD OF DIRECTORS

On June 4, the CTA Board of Directors unanimously adopted the recommendation of the CTA Advisory Panel on Insurance that a new Homeowner's Package policy be endorsed by CTA and made available to teachers.

The advisory panel concluded that the policy and service offered by the California Casualty Indemnity Exchange, CTA's officially sponsored automobile and liability insurance carrier, was the best obtainable.

A description of the new policy will be found in an advertisement on the inside front cover of this issue. Those wishing immediate premium quotations, coverage, or further information should fill out the reply form contained in the advertisement.

Local teacher associations, faculty groups, or teachers' clubs desiring a speaker or descriptive literature to explain the new Homeowner's policy may write or telephone collect to California Casualty Indemnity Exchange, 22 Battery Street, San Francisco, California, SUTter 1-2600; or to 417 South Hill Street, Los Angeles, California, MADison 6-1461.

8. **Fund Raising Plan for Schools and Organizations.** Includes samples on approval of Christmas card box assortments, folder and complete details of money-making plan for schools and organizations. (Sunshine Art Studios.)

10. **Facts** about writing short paragraphs for profit. (Benson Barrett Publishers.)

11. **Worktext Catalog.** 80-page catalog. Lists worktext, workshops, teaching aids, tests, readers, and library books in the fields of mathematics, science, music, tests, reading, history, health, shopwork, and many others. (The Steck Company.)

13. **Illustrated catalog** of publications for conservation and nature education sent on request. (Audubon Society of Canada.)

14. **New four-color map** of historic U.S. Trails and information on the graded corrective reading program of the American Adventure Series. (Wheeler Publishing Company.)

16. **Teachers' Pet.** A series of practical suggestions for arts and crafts activities written by teachers for teachers. (Art Crayon Company.)

25. **Sit Up and Learn!** A booklet describing the educational significance of the three major parts of a school desk and their coordination. Primary consideration is given to the automatic control of the pupil's posture through William James Barger's

integrated designs of pedestal, seat-back, and desk top. (General School Equipment Co.)

26. **Nature.** A catalog listing books, models, charts, games, booklets, maps and collections which are obtainable for classroom use. (Naturegraph Co.)

28. **Reproduction** of portrait of the real Davy Crockett, done by S. S. Osgood, lithographer, together with a copy of Crockett's handwritten acknowledgement of it. Size 10 3/4" by 15 1/4", suitable for framing. Limit one to a teacher. (School and Library Division, Spencer Press, Inc.)

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The Story Behind Our Cover Series

THE picture of the 31st President of the United States is the first of a series of nine covers on Great Californians which will appear on **CTA Journal** during the school year.

Each subject was chosen after careful study, representing recognized national or international leadership in various fields of activity. Herbert Hoover is, of course, the only former President in our series. But he also represents leadership in government, politics, humanitarianism, engineering, mining, and other fields. We have therefore used the primary field of activity as a guide to selection but not necessarily as an indication of our opinion on ultimate superiority.

The fields we chose were government, interracial, literature, entertainment, judicial, science, industry, engineering, and education. There are obvious omissions, including music, art, military, medicine, architecture. We shall not announce our subjects in advance; the reader may make his own guesses.

Only one out of three of our subjects is a native Californian, though each called this state his home, many having maintained residence here since youth. This is not a historical series; all our subjects are living.

Although we published a nomination form on page 9 of our March edition, which produced valued reader opinion, final selection was the responsibility of the editor. This should be stated at the outset as "one man's opinion," though the staff helped form final decision. We are confident that our readers will recognize our cover subjects as great Americans and great Californians and that each will be worthy of our unqualified respect and admiration.

In each case it has been our purpose to tell the story of a teacher or teachers who "stand in the shade of our great men." Each subject has told us something about a memorable teacher who made significant contributions to his career, who provided understanding and encouragement, strength and purpose. Each has remembered at least one teacher with deep affection and gratitude.

Articles which will appear in each edition until next May were written by the editor of **CTA Journal**, quoting from correspondence and using verified published biographies. Interviews with the subject or his relatives or teachers produced some biographical sidelights never before published. Yet limitation of space forced the abandonment of a great deal of material which would have added interest and value.

No editorial project yet attempted for this publication has been more stimulating or rewarding than this biographical series. I found great personal satisfaction in meeting and corresponding with men of fame who remained courteous

and considerate. Adventures in correspondence gave new lustre to the morning mail. These are busy men, with many commitments and responsibilities, yet they took time to write, to reminisce, to talk.

Early in May I had lunch with Walt Disney, talked to relatives of Ralph Bunche, and visited the third-grade teacher of Chief Justice Earl Warren.

The story of Millie Gardett Munsey, for instance, grew out of proportion to my original intent when I phoned her the evening of May 6 to request a brief interview. Earl Warren's third grade teacher told me a story which I shall not print until January. I told Arthur Corey about the visit and he retold the high points to Roy Wilson, executive secretary of National School Public Relations Association. The conversation resulted in Mrs. Munsey flying to Chicago as a NSPRA guest at the annual Celebrities Dinner on July 7 to receive a salute as a representative of America's Cavalcade of Teachers. What I had planned as an incidental part of the Warren biography became a widely publicized story which I couldn't print for six months!

Walt Disney, friendly and relaxed, was my luncheon host at the Disney Studios in San Fernando Valley. We were in the employee's cafeteria, not in the executive penthouse. Opening of fabulous Disneyland was yet ten weeks away. And I had just met and chatted with Fess Parker, whose fame as Davy Crockett had swept his six-foot-six-inch frame to the center of the national spotlight, at least with the small fry. Yet this creative genius, Walt Disney, whose name is known familiarly around the world, was shy. He had completed only eight years of formal schooling, he said, and even that was an indifferent exposure. But he talked readily about Daisy A., his teacher.

There were the sparkling letters from John Steinbeck! The priceless prose of one of the world's greatest storytellers ranged from openly facetious to deadly serious. I wish I could print all of them, but you will have enough in November to savor the genius of the writer.

Here I ramble on, revealing the names of our subjects. That's all I will tell you. I hope you will find the covers attractive, the stories interesting and useful. I am indebted to CTA for this chance to embark on an editorial experiment. For I am freshly inspired by the gracious, strong people who found opportunity and fame in this great state of California. And I am awed by the realization that the teachers with whom I work hold in their hands tremendous power to mold and direct the dormant talents and genius of the youngsters who may some day match the deeds of these Great Californians.

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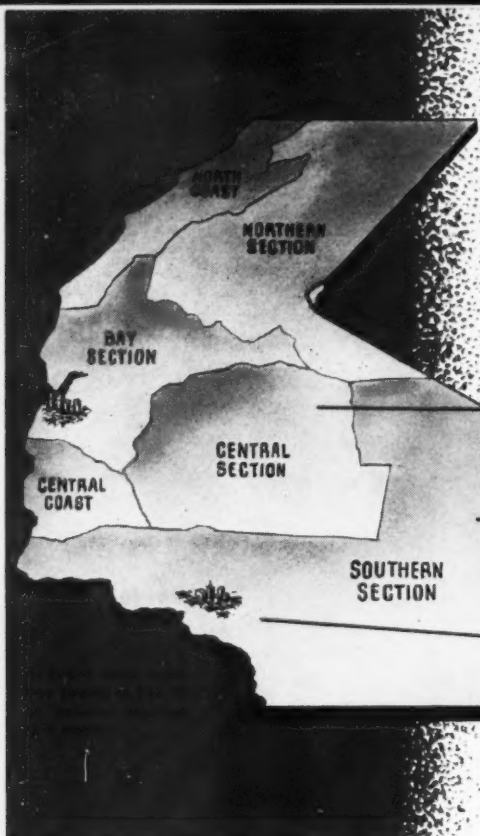
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